

# CUTTING EDGE

UPPER INTERMEDIATE

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TEACHER'S RESOURCE BOOK

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# Instructions

The activities in the *Resource bank* consolidate and extend material covered in the *Students' Book*. The *first* point at which each activity in the *Resource bank* can be used is indicated in the index and at the appropriate point in the teacher's notes. However, teachers may choose to do an activity in the same class as the practice activities in the *Students' Book*, in the following class as a 'warmer' or 'filler', or after a longer time-space as a revision exercise.

## Learner-training worksheet 1

(Making the most of your classroom time)

**You will need:** one worksheet per student.

- 1 Pre-teach any difficult vocabulary and answer any questions. Students should not read the *Commentary* section yet.
- 2 Give students time to mark whether the statements are true for them. Encourage honest discussion rather than give the 'answers' yourself. Ask the class for their conclusions on being an active learner.
- 3 The students now read the *Commentary*. Ask them how their own ideas compare with those in the text.
- 4 Refer them to questions 4, either to discuss in pairs, or as a class. Take a positive attitude to any suggestions they make.

## Learner-training worksheet 2

(Using the *Mini-dictionary*)

**You will need:** one worksheet per student.

**Note:** The *Mini-dictionary* helps students make the transition from bilingual to monolingual dictionaries. The dictionary includes **only** words used in the *Students' Book* (see the introduction to the *Mini-dictionary* for a detailed explanation). Discuss the value of using a monolingual dictionary. This worksheet helps them to become familiar with the different types of information the *Mini-dictionary* contains: meanings, grammar pronunciation etc.

- 1 Encourage students to guess meanings before looking up the words in 3. This will help them with the valuable strategy of guessing meaning from context. It may be best to work through this section with the whole class until they are accustomed to the *Mini-dictionary*.
- 2 Pre-teach any unfamiliar grammatical terms (for example, transitive / intransitive verb, countable / uncountable noun) and ask for examples. Students now do the exercise.

## Learner-training worksheet 3

(Using a monolingual dictionary with a reading text)

**You will need:** a class set of the *Longman Dictionary of Contemporary English*; one worksheet per student.

This worksheet trains students to use dictionaries to read a text more actively, and to use a monolingual dictionary

together with a reading text to expand their knowledge of grammar and vocabulary. This can be done when students are accustomed to using the *Mini-dictionary* and need to consolidate / extend their monolingual dictionary skills.

- 1 Go through the explanation of the different information which the *Longman Dictionary of Contemporary English* contains with the whole class.
- 2 Focus students' attention on the title; check the possible meanings of *crossing*, and the meaning of *chaos*. Allow students to read the text silently: they should not look up unknown words at this stage, but should focus on explaining the title of the text.
- 3 Students do the exercise individually or in pairs, before checking with the whole class.

## Learner-training worksheet 4

(Learning about collocation)

**You will need:** one worksheet per student; the *Longman Dictionary of Contemporary English* (optional).

This worksheet helps students notice and record collocations in written texts. Explain what a collocation is and ask students for examples.

- 1 Work with the whole class, or students work in pairs. Provide students with monolingual dictionaries if they do not have any ideas.
- 2 The students should underline: *childhood sweetheart*, *turned (him) down*, *home town*, *on the coast*, *emigrate to*, *broken-hearted*, *have children*, *get divorced*, *say yes*.
- 3 Discuss preferences for recording collocations. Avoid saying that any method is always right or wrong – this depends on the vocabulary, and on learning style.
- 4 Encourage students to keep a record of the collocations in a special notebook.

## Learner-training worksheet 5

(Making notes in class)

**You will need:** one worksheet per student.

This worksheet helps students to keep effective records of lessons by making notes. It can be used on its own, or in conjunction with the writing exercise 'Listening and taking Notes' in Module 6, page 71 of the *Students' Book*.

- 1 Get students to discuss the four statements, either as a class or in pairs / groups. Pre-teach difficult phrases and answer any questions as they read the *Commentary 1* section.
- 2 Encourage students to discuss each set of notes, listing good points and possible improvements before they read the *Commentary 2*. Encourage them to compare their own conclusions with those of the writer.
- 3 Stress that there is no 'correct' way of taking notes as much depends on personal preference and learning style.

## 1A Get to know the Students' Book

**You will need:** One set of cards for each pair of students.

- Shuffle each set of cards and place them face down in piles at the front of the class. Put the students in pairs and allocate one set of cards to each pair.
- A student from each pair takes one card only from the top of their pile and goes back to their partner. Then they write the answers to the question **on their card**.
- The student takes a completed card to the teacher to check the answer (see Key). If the answer is correct, the pair keeps the card and takes the next one. If not, the pair must work out the correct answer.
- The first pair to finish all the cards are the winners.

## 1B Me too!

**You will need:** one worksheet per student.

- Give each student a copy of the worksheet. They work individually and write their answers in the second column. Ask them to write short notes, **not complete sentences**. Set a time limit of five minutes.
- Tell students that for each of their answers, they must now find another student with the same, or a similar, answer. Students move around the room asking questions. They cannot look at one another's worksheets.
- When they find someone who has the same, or a similar, answer, they write that student's name in the third column. They must then ask **at least two** follow-up questions on the same topic. For example, if students find that they have visited the same country, they could ask *When did you go there?* or *Where was the best place you visited?*
- Students can discuss their findings in small groups or with the whole class.

## 1C Three person snap

**You will need:** one set of Question master cards, and two sets of Auxiliary verb cards for each group of three students.

- Students work in groups of three. Give Student A a set of *Question master* cards, face down in a pile. Give Students B and C a set of *Auxiliary verb* cards each, and tell them to spread them out in front of them, face up.
- Student A turns over the first *Question master* card and reads the question or statement **only** out loud. Students B and C find the correct *Auxiliary verb* card from their set as quickly as possible and give it to Student A, saying the answer correctly at the same time. The student who is first takes both cards as a 'trick'. The student with the most tricks at the end wins.
- Students may repeat the activity, with a different Student A.
- Finally, students work together and sort the tricks into four groups: *short answers to avoid repetition, correcting, question tags, and short questions to show interest*.

## 1D Get circles

**You will need:** one *Get circles* worksheet per student.

- Give each student a *Get circles* worksheet. Make sure they write their answers in **random order**. They should write single words, numbers or short phrases, **not** complete sentences. Set a time limit of five minutes.
- Students work in pairs. They fold their worksheet and swap with their partner. Students have to guess why their partner has written the items in the circles. For example, they could ask *Is Juan someone you get on well with?* or *Is this the best present you got for your last birthday?*
- Encourage students to find out more by asking suitable follow-up questions. For example, for someone's favourite birthday present, a student could ask *Who gave it to you? What else did you get?* etc.
- Afterwards, students report back to the whole class.

## 2A Which stress pattern?

**You will need:** one set of Stress pattern cards and one set of Vocabulary cards for each pair of students.

- Students work in pairs. Give each pair a set of *Stress pattern* cards and ask them to spread them out **face up**.
- Give each pair a set of *Vocabulary* cards **face down** in a pile. Student A turns over a card and places it under the correct *Stress pattern* card, saying the word correctly at the same time. Do an example with the whole class.
- If Student B thinks his / her partner is correct, then Student A gets one point. If Student B thinks the card is in the wrong place, he / she can challenge Student A. Student B can then place the word under another *Stress pattern* card and, if correct, wins a bonus point.
- If the students cannot agree, the teacher adjudicates (see Key). If neither student was correct, the *Vocabulary* card is returned to the bottom of the pile.
- Students continue to take turns. The student with the most points at the end is the winner.

## 2B Who am I?

**You will need:** one worksheet per student.

- Before giving out the worksheets, write a **number** in the box at the top. If you have ten students, for example, write 1 to 10.
- Distribute the worksheets in **random order**. Students work individually. They **must not** write their name on the paper, and are **not allowed** to look at their classmates' papers. They should try to begin each sentence with a gerund, or another phrase used to describe general / abstract ideas (see *Students' Book* p24).
- Collect the worksheets, shuffle them and put them up around the classroom.
- Students work individually or in pairs. They walk around the class and read the worksheets, then decide which student wrote each.
- Student(s) with the most correct guesses wins.

### 2C Prefix and suffix dominoes

**You will need:** one set of dominoes for each group of three students.

- Divide your students into groups of three. Give one set of dominoes to each group, and ask them to share them equally **face down**. Each one then place the dominoes **face down** in a pile in front of them.
- One student turns over the top domino on his / her pile and places it on the desk or floor. The next student turns over the top domino of his / her pile and places it next to the first domino if it makes a word.
- Students must place their dominoes so that the arrows in the centre of the dominoes are pointing in the same direction to ensure all the words match. They cannot **rotate** the dominoes.
- Students can place their new domino next to any domino already in play. However, if two or more edges of the new domino are in contact with other dominoes, then each edge must make a correct word.
- If a student can't place his / her domino anywhere, he / she puts it back at the bottom of his / her pile and the next student takes his / her turn.
- If one student thinks a word isn't correct, he / she can challenge the other student. The teacher adjudicates. If the word is incorrect, the student has to take back the domino and put it at the bottom of his / her pile.
- Each word must be spelt correctly, and students are not allowed to 'drop' letters. For example, *care-* can match with *-ful* or *-less*, but not with *-ing*.
- The first student to put down all his / her dominoes wins.
- After the activity, students can note the words they created and compare them with other groups.

### 3A Sidney and the circus

**You will need:** one Worksheet A and one Worksheet B for each pair of students. Detach the Movement verbs worksheets from the pictures before the lesson.

- Divide the students into pairs. Give one student a copy of *Worksheet A* and the other a copy of *Worksheet B*. Students cannot look at each other's pictures.
- Pre-teach any difficult vocabulary. Students have to describe the pictures on their worksheet to their partner and decide on the correct order of the pictures. Make sure students do **not** look at their partner's worksheets.
- When a pair has decided on the correct order, they may look at both worksheets and check their answers. Check the correct order with the whole class (see Key).
- Give a copy of the *Movement verbs* worksheet to each student. Individually or in pairs, students match each verb with a picture. Check the answers with the whole class (see Key). Note that there can be more than one correct answer for some of the verbs.
- Students then work individually, or in pairs, and write the story in the past, using narrative tenses and the vocabulary from the worksheet (see Key for example).

### 3B Continuous snakes and ladders

**You will need:** one Snakes and ladders board per group of three students; one set of Question cards for each group; dice and counters.

- Divide students into groups of three, and give each group a snakes and ladders board, a set of *Question cards* (shuffled, **face down**), counters and dice.
- Students take it in turns to throw the dice. When they land on a square with a question mark on it, they must take a *Question card* from the top of the pile. If the student answers the question correctly, he / she stays on the square and the next student takes his / her turn.
- If one player thinks a student's answer is wrong, he / she can challenge him / her. The teacher adjudicates (see Key).
- If a student lands at the foot of a ladder, he / she must get the question correct **before** he / she can go up it. If a student lands on the head of a snake, he / she must slide down to its tail.
- The game continues until one student reaches the *Finish* square (or the group runs out of *Question cards*).
- At the end of the game, students can discuss the cards they got wrong, or go through the question cards they didn't answer.

### 3C Problems, problems!

**You will need:** one set of role cards for each pair of students.

- Divide the students into pairs, Student A and Student B. Give each pair matching role cards, and allow them time to digest the information.
- Students act out the roleplay in their pairs. Encourage them to use expressions for responding to unexpected problems where appropriate (see *Students' Book* p38). They continue the roleplay until there is a resolution.
- When each pair finishes their roleplay, collect the role cards from them and give them another pair. Make sure you always give **role card A** to Student A.

### 4A Passive scrabble

**You will need:** one set of cut-up cards for each group of three or four students. Put each set of cards in an envelope.

- Students work in groups of three or four. Give one envelope to each group, and ask them to take out twelve cards each.
- Students must take it in turns to use the cards to make a correct sentence (or a question) in the passive. One student starts, and the next student must make another sentence which includes one card from the first sentence. The students continue in turn.
- When a student puts down a correct sentence, he / she adds up the number of points on the cards and adds them to his / her score. He / She also takes more cards so that he / she always has twelve cards.

- If the student makes a sentence which adds a word to the beginning or end of another sentence, he / she gets points for **both** sentences.
- Tell students that if they have a card which says *To be* or *Past Participle*, they can use it to form any tense of the auxiliary verb *to be*, or in place of any past participle.
- If a student cannot make a correct sentence, they have to collect up any cards they put down and the turn passes to the next student.
- If a student cannot make a sentence, they can swap three cards with ones still in the envelope. The turn then passes to the next student.
- The students continue until they run out of cards, or until nobody can make a sentence. They add up the number of points left on the cards they haven't used and deduct this from their score.
- The student with the most points wins.

## 4B It's all in the mind

**You will need:** one set of cards for each group of three students.

- Shuffle the cards. Divide students into threes (include one group of four if necessary). Give each group a set of cards, which they place **face down** in a pile.
- Student A turns over the top card and reads out the situation to the student on his / her left (Student B), who has to respond using an expression with *mind* from the *Wordspot* on page 49 of the *Students' Book*. If Student B gives a correct response, Student A gives Student B the card to keep. In order for a response to be correct it **must** include the words in *italics* on the question card.
- If Student B cannot answer the question correctly, the question passes round the group. If no student knows the answer, Student A reads it out and keeps the card.
- Student B picks up the next card and reads out the situation to Student C. The turn passes round the group. The student who collects the most cards wins.

## 5A Word combinations

**You will need:** one set of cards for each group of three or four students; one *What about you?* worksheet per student.

### STAGE 1

- Students work in groups of three or four. Each group spreads out a set of cards **face down**.
- Each student takes it in turns to turn over two cards. If they find a verb and a noun that match, they keep the cards as a 'trick' and have another turn. If the cards do not match, they go back **in exactly the same place**.
- The activity continues until all the cards are matched. The student with the most tricks wins.

### STAGE 2

- Give each student a copy of the *What about you?* worksheet. Make sure they write their answers on a **separate** piece of paper in **random** order. They should write words or short phrases, **not** complete sentences.

- Students work in pairs and swap papers. They ask each other to explain why they have written the items on the paper. For example, students might ask *Why have you written 'yoga'?* or *Who is (Steve Phillips)?* Encourage them to find out more information by asking follow-up questions, for example, *When did he win his award?*
- Students report back to the whole class on the most interesting thing they found out about their partner.

## 5B A wonderful life

**You will need:** one pair of role cards for each pair of students.

- Give half the class the *TV Interviewer* card, and the other the *Chris Bull* card (if there is an odd number, have an extra interviewer).
- Allow students time to prepare for the interview. Encourage them to think of questions and answers using the Present Perfect Simple and Continuous from the *How long?* and *How many?* prompts on the cards. (This stage could be done for homework.)
- Organise pairs of one 'TV Interviewer' and one 'Chris Bull'. Students do the role play. The activity can be repeated by swapping around the interviewers.
- Interviewers report back to the whole class on the most interesting things they found out.

## 5C Who's worked for the CIA?

**You will need:** one *Find someone who...* worksheet per student; one role card per student.

- Give each student a copy of the *Find someone who...* worksheet. Tell them that the space at the beginning of each line corresponds to a person's name. Students decide whether they should use the Present Perfect Simple or Continuous in the sentence, or whether both are possible (see Key). Check the answers with the class.
- Tell the students they are going to a party with lots of interesting people. Give each student a role card in random order, and allow them time to read and digest the information. **They must not look at each others' cards.** Give the CIA role card (card No 10) to one of the stronger students.
- Tell the students they must talk to all the other guests at the party, then write their names in the correct place on the *Find someone who...* worksheet. Students then mingle and have short conversations with one another. Encourage students to introduce themselves and ask each other about their jobs / lives, rather than just the questions required to complete the worksheet.
- Students check their answers in pairs. If the CIA agent was discovered, this is the end of the activity.
- If the CIA agent **wasn't** discovered, students discuss in pairs what they know about the characters and decide who they think the CIA agent is. Finally, the real CIA agent can reveal himself / herself to the class.

### 6A The genuine article

**You will need:** one set of article cards for each pair of students.

- Divide the students into pairs and give each pair a set of *article cards*. Students divide the cards equally without looking at the cards. Tell students there are two mistakes on each card.
- Student A turns over his / her first card, **covers up the answer**, then shows the question to Student B, who must correct the mistakes. Student A checks Student B's answers, and awards one point for each correct one.
- Students take turns to show each other the questions. They place cards they got wrong in a separate pile. The student with the most points wins. After the activity they can go through the cards they got wrong.

### 6B Where on earth are we?

**You will need:** one set of role play cards for each pair of students.

- Students work in pairs. Explain that they are driving to a wedding, and they are lost. Give each pair a matching set of *role play cards* and allow time to prepare for the role play.
- Students act out the role play in pairs. Encourage students to use the various ways of adding emphasis in the *Useful language box*.
- The class discusses the outcome of the role play.

### 7A Relative clauses crossword

**You will need:** a crossword for each pair of students.

- Divide the class in half. Give a copy of Student A crossword to each student in group A, and a copy of Student B crossword to those in group B.
- Students work together in groups to check they know all the meanings of the words on their half of the crossword. Students should refer to the *Longman Dictionary of Contemporary English* if necessary.
- Pair one Student A with one Student B. They are not allowed to look at each other's crossword.
- Students take it in turns to define the words that appear on their half of the crossword to their partner, using defining relative clauses (*It's a place where ...*, *This is a person who ...*). The partner has to guess the words and write them in his / her own crossword.
- Students continue until they both have a completed version of the crossword.

### 7B What's buried at the bottom of the garden?

**You will need:** one set of Story cards and one set of Extra information cards for each pair of students

- Pre-teach any difficult vocabulary. Students work in pairs. Give each pair a set of *Story cards*. Students have to put these cards in order to produce a logical story.

Check the order with the whole class (see Key). Ask a few general comprehension questions to check the students have understood the story.

- Give each pair a set of *Extra information cards* face down in a pile. Students turn over the cards one at a time and discuss where to include the information in the story. When they have decided, they place the *Extra information card* next to the appropriate *Story card*. They continue to do this until they have used all the *Extra information cards*.
- Students must then decide what **changes** are required in order to turn the sentences on the *Extra information card* into a non-defining relative clause in the text (which pronoun to use, changes in punctuation etc). Students can write down their non-defining relative clauses at this stage for checking (see Key for completed text).
- Students check their answers with the whole class.
- Students can discuss in pairs how they think the story ends. They can then write the ending for homework, including some non-defining relative clauses where appropriate.
- The finished versions can be read out or displayed for others to read.

### 8A Coco the politician

**You will need:** one set of cards for each pair of students.

- Students work in pairs (or in groups of three). Give each pair a set of cards and tell them to spread them out in front of them face down without looking at them first.
- The students take it in turns to turn over any two cards. If a student finds a collocation in **bold** that matches, he / she keeps the cards as a 'trick' and has another turn. If the cards do not match, he / she must replace them face down in **exactly the same place**.
- The activity continues until all cards are matched up. The student with the most tricks wins.
- Students then put down all the pairs and put the sentences in a logical order to complete the story. Check the answers with the whole class (see Key).

### 8B Infinitive dominoes

**You will need:** one set of dominoes for each pair of students.

- Students work in pairs. Give one set of dominoes to each pair, and ask them to share them out equally.
- One student places a domino face up in front of them, and the other student places one of his / her dominoes at either end of the first domino to complete the sentence. The students take it in turns to put down their dominoes at either end of the domino chain.
- If a student thinks his / her partner's sentence is not grammatically correct or doesn't make sense, he / she can challenge the other student. If the students cannot agree, the teacher adjudicates. If the sentence is incorrect, or if a student cannot make a sentence, the turn passes to his / her partner.

- The game continues until one student has used up all his / her dominoes, or until neither student can make a correct sentence. The student who finishes first, or has the fewest dominoes remaining, wins.

### 8C Design your own soap opera!

**You will need:** one *Design your own soap opera!* worksheet for each student; one set of *Plot cards* for every two or three groups of students; one *Verb bank* worksheet for each student.

- Divide students into threes. Give each student a *Design your own soap opera!* worksheet and allow them time to do the task at the top of the page. Encourage students to make notes. Students report back to the whole class on their ideas.
- Prepare an envelope of *Plot cards*. (One set is enough for three groups, but extra *Plot cards* will allow students to swap any they do not want to use.) One student from each group chooses three *Plot cards* without looking inside the envelope. They can swap one or two cards if they choose.
- Students work in their groups and decide which character in their soap opera has the problems on the *Plot cards*, and who else is involved. Encourage them to make notes at this stage.
- Students plan what happens in the next episode. Tell them to write their plan in **note form only** at this stage.
- Give each student a copy of the *Verb bank* worksheet.
- Students write what happens next using **at least eight** of the verbs on the *Verb bank* worksheet (followed by either the infinitive or the gerund). Students should write their episode as a narrative, **not as a dialogue**. They can use either the Present or the Past tense.
- The completed episodes can be read out or displayed.

### 9A The maze of terror!

**You will need:** one set of *Maze* cards for each group of three students (colour-coded if possible).

- Pre-teach any difficult vocabulary.
- Divide students into threes. Explain that they are on holiday together in the USA. Tell them that the aim is for them to get out of the maze by finding somewhere to spend the night.
- Give each group card 1, and explain that every time they see a question in **capital letters**, they must make deductions about the situation using modal verbs in the present or past. (For card 1, students might say, *The owner might have gone away* or *There can't be many tourists visiting this area*.) Students then decide amongst themselves which card they want next.
- Students continue through the maze, making deductions from the prompts and discussing the options at the bottom of each card. The teacher moves around the room giving out cards. Make sure you keep each set of cards for each group separate.
- When a group has reached the end of the maze, ask

them to go through the cards again in order. Encourage students to evaluate their own decisions (using *should(n't) have* and third conditional sentences), and discuss the options they **didn't** take (using *could have* and third conditional sentences).

- Groups report back to the whole class.

### 9B What's wrong with it?

**You will need:** one pair of *role cards* for each pair of students.

- Divide the class into two. Give one half role card A, and the other half role card B.
- Give them time to prepare for the role plays. Encourage them to make notes on the two situations where they need to complain (using phrases from the *Students' Book* p105 where possible), and check they have understood the details of the other two situations.
- Arrange the class so that one student with role card A is paired with one student with role card B. Students then do role play 1 (*Restaurant*) in pairs. Encourage students can continue talking until there is a resolution.
- Students then move on to role play 2 (*Clothes shop*). Allow them a short break so that students to remind themselves of their new roles.
- If possible, rearrange the class again (by asking all the students with role card A to move round clockwise one seat), and the students do the role plays 3 (*Department store*) and 4 (*Repair company*) with their new partner.
- Students report back to the whole class.

### 9C How many schwas?

**You will need:** one set of cards for each pair of students.

- Students work in pairs. Give each pair a set of *word cards* and tell them to spread them out **face up** in front of them. Also give them a set of *schwa cards* **face down** in a pile. Shuffle both sets of cards beforehand.
- Student A turns over a *schwa card*, and then tries to find a *word card* that matches it. **The word card must match the number of syllables, the stress pattern, and the position of the schwas**. If the student is correct, he / she takes the cards as a 'trick'.
- If Student B thinks the cards do not match, he / she can challenge his / her partner. If they cannot agree, the teacher adjudicates (see Key). If Student A is wrong, the turn passes to Student B, who tries to find a *word card* which matches the pattern on the *schwa card*.
- Students continue to take turns. The student with the most tricks at the end of the game wins.
- After the activity, the students can group the words together under the same stress and schwa pattern. There are three *word cards* for each pattern (see Key).

### 10A Co-operation and competition

**You will need:** one set of cards for each pair of students; a set of monolingual dictionaries, for example the Longman Dictionary of Contemporary English (optional).

- Shuffle each set of cards. Put students into pairs. Place the sets of cards **face down** in piles at the front of the class and allocate one pile to each pair.
- One student from each pair takes **one card only** from the top of their pile. They go back to their partner, read the question, and write the answers **on their card**, referring to the *Co-operation and competition* text on p108-109 of the Students' Book (or a copy of the *Longman Dictionary of Contemporary English*) to find the answers.
- When a pair have completed a card, they take it to the teacher, who checks the answers. If the answers are correct, the student keeps the card and takes the next card from his / her pile. If the answer is not correct, the student has to return to his / her partner and find the correct answer. (See Key for answers).
- The first pair to finish all the cards wins.

If it is not possible for your students to move around the class freely, follow this procedure:

- Put students into pairs and give each pair a set of cards face down in a pile. Students turn over the cards one by one and write the answers on the cards.
- When a pair has finished, they hand their pile of cards to the teacher for checking. The teacher gives back the cards which are not correct and the students correct their mistakes.
- The first pair to finish all the cards wins.

### 10B The Supasaver debate

**You will need:** one newspaper article per student; one set of role cards for each group of six students.

- Give each student a copy of the newspaper article. Allow them time to read, and check they have understood the text and the map. Pre-teach any difficult vocabulary.
- Distribute the role cards as follows: **four students** – omit the head of the school and the head of Supasaver; **five students** – omit the head of Supasaver; **six students** – give one role card to each student; **seven students** – add an extra politician; **eight students** – have two debates with four students (as above); **nine students** – have two debates, one with four students, one with five (as above); **ten students** – have two debates, omit the head of Supasaver; **eleven students** – have two debates, one with all the roles, and one without the head of Supasaver.
- Allow students time to prepare what they are going to say. If possible, put students into 'same-role' groups to discuss their ideas.
- Arrange the class so that they are in a circle. If you have two debates, put them at opposite ends of the classroom. The chairperson begins the debate; let the

debate proceed uninterrupted. Ensure that the chairperson gives everybody a chance to speak. The teacher may make notes of mistakes for discussion after the activity.

- At the end of the debate, students take a vote on whether to allow the supermarket to be built.
- Students discuss the outcome with the whole class.

### 10C How about ten thirty?

**You will need:** one copy of each role card for each pair of students.

- Students work in pairs. Give role card A to one student, and role card B to the other, and allow them time to read the information. Encourage the publishers (role card B) to make an appointment **as early as possible**, and to use the expressions in the *Useful language box*.
- Students act out the role play in pairs and arrange a mutually convenient time for the appointment.
- Students can check their answers with the rest of the class. (The only possible time is 3.00 – 3.30 on Thursday afternoon.)

### 11A I wish he wouldn't do that!

**You will need:** one pair of role cards for each pair of students.

- Students work in pairs. Give one student role card A and the other role card B, and allow them time to read the information. Pre-teach any difficult vocabulary.
- Elicit from students some questions people in a doctor's waiting room might ask each other to pass the time, and write them up on the board. Include the following questions: *What's the matter with you? What do you do? Have you got any children? Whereabouts do you live? What are your neighbours like? Where did you go on holiday last year? etc.*
- Students do the role play in pairs, using the questions on the board. They should include *I wish ...* or *If only ...* where appropriate. Encourage students to have a 'natural' conversation (rather than just reading out a list of wishes) and to try and persuade each other that their problems are worse than their partner's. They do not have to discuss the topics in the same order as on the role card but they must try to cover all the points.
- Students report back to the class on who had the biggest problems.

### 11B A nightmare holiday

**You will need:** one copy of the advertisement per student; one tourist role card and one travel agent role card for each pair of students.

- Introduce the topic of holidays and package tours. Pre-teach any difficult vocabulary.
- Give each student a copy of the *holiday advertisement* and ask them to decide which three things about the holiday are the best. Discuss the answers with the class.

- Give one half of the class the *tourist* role cards, and the other the *travel agent* role cards. Allow the students time to prepare.
- Arrange the class so that each 'tourist' is next to a 'travel agent'. Students do the role play in pairs. Encourage students to use the structures in the *Useful language box* on their role card where appropriate.
- Students report to the class on how much money each 'tourist' managed to get back from each 'travel agent'.

### 11C To have and have not

**You will need:** one *Find someone who ... worksheet* per student.

- Give each student a copy of the *Find someone who ... worksheet*. Pre-teach any difficult vocabulary.
- Students walk around the room asking each other questions in order to find another student who fits each description. Encourage students to mingle freely and **not** to ask just one or two students all their questions. Each student must try to collect as many different names as possible.
- When they have found someone, they write his / her name in the space provided on the worksheet, then ask appropriate follow-up questions.
- When they have finished, students can compare their findings with their neighbour or with the whole class.

### 12A Reporting a crime

**You will need:** one set of role cards for every twelve students in the class.

- Explain the situation to the students: they are all part of a criminal gang and have been arrested following a bank robbery that went disastrously wrong. They are locked up together in a police cell, waiting to be interviewed by the police. Pre-teach any difficult vocabulary.
- Give each student a role card and allow them time to read the information. Students then walk around the room and have short conversations about what is on their card. They **must start** with the words in the speech bubble.
- Each student **must** talk to everyone else. They must also try to remember what was said to them. While they are mingling, the teacher can write on the board the reporting verbs they must use in the next stage (see Key), and, if desired, the appropriate students' names next to them.
- Students then sit down and work in pairs. They must now report to each other what everybody else said, using the reporting verbs on the board, and where possible give their reaction. For example: *Juan suggested digging a tunnel so that we could all escape, but I think that's a stupid idea, because ...*
- Discuss the answers with the whole class.

### 12B The marriage from hell

**You will need:** one newspaper article for each student; a set of two *Movie World reporter role cards*, one *Jim Small role card* and one *Catherine Hunt role card* for each group of four students.

- Give each student a copy of the newspaper article and ask them to find out what the problems are in the marriage. Check the answers with the whole class.
- Give half the class *Movie World reporter role cards*, and tell them to work in pairs and prepare questions (if there is an odd number of students, have extra reporters).
- Divide the other half into 'married couples'. Give each couple a *Jim Small role card* or a *Catherine Hunt role card*, and tell them not to look at each other's cards. Allow the class time to prepare for the role play.
- Rearrange the class so that one reporter is paired with either 'Jim' or 'Catherine'. Reporters then conduct the interview and make brief notes of the answers.
- Now swap the interviewers around so that the reporter who has interviewed 'Jim' interviews 'Catherine', and vice versa.
- Reporters then tell their new interviewee what their wife / husband said and ask them to respond. Encourage reporters to use reporting verbs and reported questions / statements (*When I asked your husband if he was having an affair, he denied it.* etc.). Ask the reporters to make brief notes.
- To help students during this stage write the following reporting verbs on the board as prompts: *say, tell, ask, accuse, deny, threaten, warn, decide, urge, promise, offer, assure, order, suggest, blame, refuse, insist*.
- Students report back to the whole class.
- As a follow-up activity, the reporters can write their article for *Movie World*, and 'Jim' and 'Catherine' can write a letter to their lawyers.

### 12C Preposition race

**You will need:** one set of cards for each group of students.

- Shuffle the cards. Divide students into pairs or small groups, and make sure they have a large area (eg the floor) to work on. Give each group a complete set of cards, and tell them that they have to make twenty-four correct sentences **as quickly as possible**.
- As they are working the teacher moves around the room, checking the sentences. The activity is best done without dictionaries, but if students are having difficulties, or have got some of the sentences wrong, allow them to use one.
- The first group with a complete set of correct sentences wins.
- After the activity, students can remove the preposition cards from their sentences and test each other.

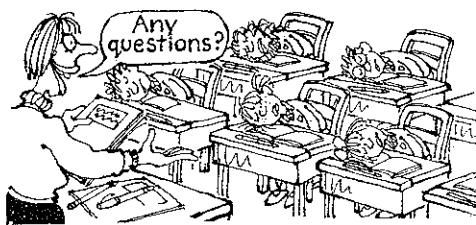
## Learner-training worksheet 1

### Making the most of your classroom time

**1** In order to improve your English, you should try to make the most of your classroom time. Below are some suggestions about how you might do this. Mark each one:

- ✓ If this **is** true for you. ✗ If this **isn't** true for you.
- ? If you aren't sure.

Be honest!



- a Whether or not I make progress with my English depends more on **me** than on my teacher.
- b I try to work things out for myself if I can ... but I always ask my teacher if I'm not sure!
- c Working in pairs or groups is a waste of time: I'd rather listen to the teacher.
- d If I'm asked something, I often say I don't know or answer with one word.
- e I sometimes don't speak because I'm worried about making mistakes.
- f I use my own language a lot during my English classes.
- g I take notes during lessons, and try to review what I've learned after class.
- h I'd like to use resources like the grammar books and dictionaries.

**2** Compare your answers with other students, explaining **why** you chose Yes or No. What conclusions do you draw about how to make the most of your time in class?

**3** Now read the commentary. Were your conclusions the same as the ones in the commentary?

#### COMMENTARY

- 1 Of course having a good teacher helps; but good learners know that a teacher can't do everything. To make progress, you must take responsibility for your own learning. It's like learning to ride a bicycle; your parents can show you what to do, but you have to do it!
- 2 We often remember things better when we work them out for ourselves, rather than when we're simply told. Also, asking questions doesn't mean you're stupid: it's a vital part of the learning process. Try to ask your teacher at least one question in every lesson.
- 3 Occasionally learners feel that working in pairs or groups is a waste of time: but if you are asked to do this, it gives you a chance to use your English, and to share what you know. There's a saying in English 'two heads are better than one' (three or four can be best of all!)
- 4 It's important that you do more than give a 'minimum response' - for example, if you are asked if you had a good weekend, say what you did, don't just say 'Yes'. This will help you to be more confident with your English – and make the lesson more interesting!
- 5 No one can learn languages without making mistakes. While you shouldn't worry about every little mistake, learners who ignore them become fluent, but can be hard to understand. Identify important mistakes and work on those: your teacher can help you with this.
- 6 Although your first language can help you learn English (especially if some words or grammatical structures are similar) you should not rely too much on translation: it's not always helpful to translate everything. The less you rely on translation, the better you will communicate in English!
- 7 You will find a worksheet on taking notes on p110. Make time outside class to review your notes, read, listen or even think in English! ... it'll really help your progress. Always try to do any homework your teacher gives you: check it carefully both before handing it in, and when you get it back. If you don't understand something ... ask!
- 8 The Students' Book has most of the grammar and vocabulary you need, but if you need further help, use a grammar book like *Grammar Practice for Upper Intermediate Students*, or a monolingual dictionary like the *Longman Dictionary of Contemporary English* or the *Longman Language Activator*.

- 4** a) What do you think you could do to make the most of your classroom time?
- b) Make three 'resolutions' to help you to make the most of your classroom time. How would you like your teacher to help you?

## Learner-training worksheet 2

Using the *Mini-dictionary*

The following exercise is based on the *Cutting Edge Upper Intermediate Mini-dictionary*. Other monolingual dictionaries (for example the *Longman Dictionary of Contemporary English*, and the *Longman Language Activator*) are organised in a similar way. For the *Mini-dictionary* the main difference is that it only contains words and meanings that appear in the *Students' Book*, so is much shorter than other dictionaries.

## 1 FINDING OUT ABOUT MEANING

a) Look at the following sentences: try to guess the meaning of the words written in bold by using the context to help you.

- I saw Michael **frown** as he read the letter. 'Is there a problem?' I asked.
- Although the sun was very bright, there was a gentle **breeze** which helped to keep us cool.
- We all needed a rest after climbing such a **steep** hill.

b) Now look up the words in the *Mini-dictionary* to see if you were right.

c) The following words all appear in the *Students' Book*: this time there is no context to help you guess their meaning. Look up the words and also read the example sentence for each word.

- stubborn      • shabby      • pant
- Do you now understand from the *Mini-dictionary* what the words mean?
- What helped you most – the definition, the example or both?

d) The *Mini-dictionary* gives you information about **style** (whether the word is formal or informal). Look up the following words in the *Mini-dictionary*. Which are formal and which are informal?

- mate .....      • weep .....      • quit .....      • show up .....

e) The *Mini-dictionary* also gives you information about the **different meanings** a word has. How many meanings are given for the words in **bold**? Which meaning do the words have in these sentences?

- **Poor** Elizabeth! She's failed her driving test again! .....
- The police advised them to **fit** a burglar alarm to protect their house. .....
- Patrick's going to be late: he phoned to say he's **stuck** in traffic. .....

## 2 INFORMATION ABOUT GRAMMAR

a) The *Mini-dictionary* tells you whether a word is a noun, adjective etc. It also tells you whether a noun is countable or uncountable, and whether verbs are transitive or intransitive. Match the abbreviations in column A with a grammatical term in column B. Then write the correct symbol next to the words below, using your *Mini-dictionary*.

| A     | B                 |   |                   |
|-------|-------------------|---|-------------------|
| adj   | uncountable noun  | a | puddle .....      |
| adv   | transitive verb   | b | hindsight .....   |
| n C   | adjective         | c | rip .....         |
| n U   | preposition       | d | loose .....       |
| phr v | intransitive verb | e | throughout .....  |
| prep  | countable noun    | f | splutter .....    |
| v T   | adverb            | g | furthermore ..... |
| v I   | phrasal verb      | h | research .....    |
|       |                   | i | bolt .....        |
|       |                   | j | shut down .....   |

The *Mini-dictionary* also gives you information about:

- **irregular verb forms.**
- the correct **preposition** to use after a word.
- common **grammar patterns**, such as whether a verb is followed by a **gerund** or **infinitive**.

b) Look up the underlined words in the *Mini-dictionary* and find the best way to complete each sentence.

- a I was so angry, I teared / tore the letter up and threw it away. tear
- b Charles Long is a well-known expert about / on Roman history. expert
- c The robbers forced the cashier handing over / to hand over the money. force
- d No one seems to agree who was responsible about / for the accident. responsible
- e The terrorists are threatening blowing up / to blow up the buildings unless their demands are met. threaten

### 3 FINDING OUT ABOUT PRONUNCIATION

#### a Phonemic symbols

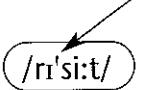
1) Look at the pronunciation table on the inside cover of the *Mini-dictionary*. Use the table to find out what these words are:

- /hʌnimu:n/
- /nə'tɔ:riəs/
- /peɪpə 'hæŋkətsʃɪf/

2) Now look up the following words in the *Mini-dictionary* and use the phonemic spelling to find out how they are pronounced:

- sew
- weapon
- subtle

#### b Word stress

Word stress is marked like this in the *Mini-dictionary*: 

Look up the following words in the *Mini-dictionary* and underline the stressed syllable, as in the example.

For example: receipt • rebellion • opportunity • predominantly

### 4 OTHER INFORMATION IN THE MINI-DICTIONARY

With certain words in the *Mini-dictionary* you can find extra information about words, introduced with this symbol:  This could be information about:

- **British** and **American English**
- information about **related vocabulary**
- **opposites** etc.

Look up the words in *italics* in the *Mini-dictionary* to answer the following questions.

- a What is the American word for *pavement*?
- b What is the difference between a *sink* and a *basin*?
- c What do the letters *PhD* mean?
- d Why do some people dislike the word *mankind*?
- e What is another word for *seafood*?
- f What is the opposite of *plug in*?

## Learner-training worksheet 3

Using a monolingual dictionary with reading texts

THIS WORKSHEET IS TO BE USED IN CONJUNCTION WITH THE **LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH**

The *Longman Dictionary of Contemporary English* gives you information about words in the following ways:

- A guide to the **different meanings** of a word, with examples of each use.
- Whether a word is a **noun (n)**, **verb (v)**, **adjective (adj)** etc.
- Whether words or phrases are **British English** (BrE) or **American English** (AmE), **informal** or **formal**.
- The **pronunciation** of words, given in the **International Phonetic Alphabet** (there is a key to this on page 1 of the dictionary). Word stress is indicated by a stress mark (') **before** the main stressed syllable e.g. /,ɪnfɔ'meɪʃn/
- **Collocations** (the words that are typically used with a word) and the grammatical patterns that follow it (e.g. whether a verb is followed by an infinitive or gerund) are shown **in bold**.
- Extra tips on how to use words correctly, and other similar words, are found in the grey **USAGE NOTE** boxes and graphs showing the frequency of different patterns.

1 Read the text below quickly: do not look up any words in your dictionary yet. Can you explain the title of the text?

### Crossing chaos

A motorcyclist was travelling through Europe when he came to a **level crossing**. The gates were down and so he **waited for** the train to pass. While he was waiting, a local villager came along with a goat in **tow**. He tied the goat to the crossing gate, smiled at the motorcyclist and together they waited for the train to pass. A few moments later, another villager arrived driving a horse and cart, then a man in a sports car arrived to join the **queue**. All was fine until an express train came screaming through and **startled** the horse, which **reared** and bit the motorcyclist on the arm. The motorcyclist responded by **punching** the horse on the nose. Not one to tolerate the abuse of animals, the horse's owner got off his cart and punched the motorcyclist. The fight frightened the horse all the more – so much so that it tried to retreat from the fight but **succeeded only in** crashing the cart into the sports car. The driver of the sports car **leapt** from his vehicle and joined in the fight. At this point, the man with the goat attempted to intervene and calm things down. While he was doing so, he failed to **notice** the crossing gates lifting and his goat being strangled.

2 Now use the *Longman Dictionary of Contemporary English* to look up the words in **bold** in the text and answer the following questions.

- Where would you see a **level crossing**? Is the word used in British or American English?
- Find two differences between **wait for** and **await**.
- What does **in tow** mean? Is it a formal or informal expression? Which of these words rhymes with **tow**?
  - now
  - no
  - two
- What is the pronunciation of **queue**? What is the American equivalent of this word?
- In this context, does **startled** mean *suddenly surprised* or *slightly shocked*? What verbs commonly follow it, and are they in the infinitive or the gerund form?
- In this case **rear** is a verb: which of the four meanings given does it have here?
- What do you use to **punch** someone? On which page is there a picture to show the meaning?
- How does the word **only** change the meaning of **succeed** here? What preposition follows this verb?
- Leapt** is the past tense of which verb? What is the pronunciation of the infinitive and past form?
- Which of the six grammatical patterns with **notice** shown in the graph is found in the text? Which is the most common pattern?

**Learner-training worksheet 4**

## Learning about collocation

Learning vocabulary is not just a question of learning new words. Very often, we need to learn common combinations of words, known as **collocations**.

**1 TYPES OF COLLOCATION**

There are several different types of collocation. In each case, add another example, using the *Longman Dictionary of Contemporary English* if necessary.

- a Verb + noun collocations  
e.g. *make a noise, leave home, have* .....
- b Adjective + noun  
e.g. *heavy rain, a strong accent, a(n) friend.*
- c Adverb + verb  
e.g. *work hard, will definitely, speak* .....
- d Verb + preposition (including phrasal verbs)  
e.g. *talk about something, tell someone off, think* ..... *somebody.*
- e Fixed or semi-fixed phrases  
Fixed e.g. *On the other hand ..., It seems to me that ..., Once upon a* .....  
Semi-fixed e.g. *What I like / hate about it / him is ... . It's worth seeing / doing / waiting for.*  
*It's / he's / she's one of the -est* ..... *in the world / the country.*

**2 NOTICING COLLOCATIONS**

In the text below, underline:

- a A collocation with *lawyer*.
- b A collocation with *childhood*.
- c A phrasal verb which means to refuse an offer.
- d A collocation meaning the place where you were born.
- e The preposition used with *the coast*.
- f The preposition following the verb *to emigrate*.
- g A collocation that means *very sad*.
- h Words that collocate with *have, get and say*.
- i A fixed phrase meaning *between fifty-five and fifty-nine years old*.
- j An adverb which collocates with *try*.

David Matland, a successful lawyer, has finally married his childhood sweetheart, thirty-three years after he first proposed. When eighteen-year-old Jackie Biham turned him down, he left his home town of Brighton, on the south coast of England, and emigrated to Canada, broken-hearted. Both later married other people, had children and got divorced. But earlier this year, Mr. Matland, now in his late fifties, decided to try again. This time she said 'yes'. 'It just shows what persistence can achieve,' Mr. Matland said.

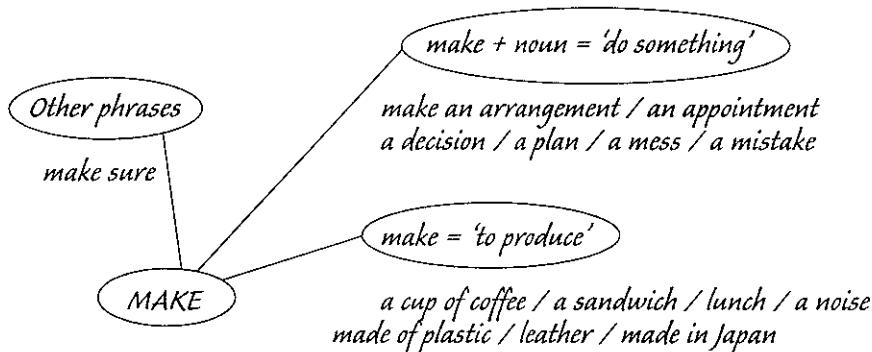
### 3 RECORDING COLLOCATIONS

Almost any text you read will contain a large number of collocations. Here are three ways you can keep note of collocations you find.

a) Write down new items as phrases rather than just as words (with an example / translation as necessary).

*make up your mind - decide*  
*I just couldn't make up my mind, so in the end I bought both.*

b) Use word diagrams to show collocations with common words, like the one below, and add new examples as you find them.



c) Look at the *Longman Dictionary of Contemporary English* to find other useful collocations (remember that the most common collocations are shown first). Then copy the entries into your vocabulary notebook.

4 make an appointment / arrangement / date etc to arrange to do something, meet someone etc.  
 5 make a contribution / donation / charge etc to give or ask for money for a particular purpose:  
*We have to make a small charge for use of the facilities.*  
 6 make an appearance / entrance etc to suddenly appear somewhere or enter a room

### 4 MAKING NOTES

Make a note of any new collocations in the text using some of the techniques above. For more note-taking techniques, see *Learner-training Worksheet 5*.

## Learner-training worksheet 5

### Making notes in class

**1** Read the statements below about taking notes and discuss with a partner which of them are true for you. Then look at *Commentary 1* on the next page to see how your conclusions compare to those of an expert.

a > *I never take notes during lessons.*

b > *I only copy down what my teacher writes on the board.*

c > *I make notes on what I think is important during the lesson.*

d > *I sometimes find it hard to make sense of the notes I've made, and I often lose them.*

**2** Look at the notes made by three students on part of a lesson (the reading and vocabulary on p63 of your *Students' Book*). What do you think are the good points of each set of notes, and how could they be improved? Then look at *Commentary 2* on the next page.

MONDAY

moan (v) = complain  
/əv/  
set yourself goals = targets

Discussion notes

- like exams - a bit nervous  
- relieved afterwards
- University entrance exam  
(last year)
- \* take or do an exam  
(not make)
- BUT! have a break

15.1.99      Module 6: Getting it Right  
p63

VOCABULARY

miss an exam = nie zdążyć na egzamin  
fail an exam = obrać egzamin  
get distracted = roztargniony

"The only exam I've ever failed was my driving test".

?

HOW TO PASS  
PASS  
PASS

moaning  
tricky:

Page 63

I don't understand this

**3** Look back on your notes on previous lessons (if you have them!) and decide how they could be improved. Choose some of the methods for taking notes mentioned above and try them out for the next week or two.

## COMMENTARY 1

- a It may seem unnecessary to make notes during a lesson, particularly when there is a lot of conversation – but in any lesson there are points which you'll forget unless you write them down: getting things on paper can help fix them in your mind. The chances are that if you haven't taken any notes during a lesson, you won't have gained very much from it.
- b Many students write down everything their teacher writes on the board: this is generally a good idea, although remember not everything on the board will be useful – and your teacher may not write much up during a lesson! It's a good idea to note down new vocabulary and grammar explanations **if you don't know them already**, but don't waste time copying things you already know.
- c The way to get the most out of your lessons is to be active, whether by asking questions, working things out for yourself, or by taking notes on things you think could be useful. When you come to look back on what you've learned, at the end of your course or before an exam, notes will be necessary as a record which you can refer to. Different people will find different things useful during a lesson.
- d Writing your notes on a loose piece of paper is the best way to lose them – buy a notebook or a file so you can keep all your notes together. If you find it difficult to make sense of the notes you've made when you return to them later, read *Commentary 2* below for extra help.

## COMMENTARY 2

**Student A's** notes have a number of good points. She has noted new vocabulary with a note on meaning, pronunciation and a synonym to help her remember. She has also made some brief notes for the discussion – this is a good idea to help you speak fluently, as long as you don't try and write out every word. She has also made a note of a couple of useful collocations (see *Worksheet 4*) and a typical mistake (*make an exam*): this should help her to avoid this mistake in future. The only problem is that there aren't many headings, so it's not easy to see how the notes are organised.

**Student B** has used boxes, headings and different shapes to help him divide and organise his notes: this makes them easier to refer to later. He has also written a translation of the new phrases so he can test himself. Perhaps an example sentence would be helpful too. He has also written down a sentence he heard which he felt could be useful – noting useful phrases you hear during the lesson is a good way to remember language points. Remember you should listen to **how** proficient speakers of English say things, and not just what they say.

**Student C's** notes really don't make much sense, probably even to the person who wrote them! The vocabulary is written down without a translation, definition or example sentence and so will be difficult to remember. However, she has made a note of something she **doesn't** understand – which she can check or ask about later. Drawings and using different colours can be useful in stimulating your visual memory and they make the notes look more attractive ... just as long as the pictures are relevant to the lesson!

## 1A Get to know the *Students' Book*

**A**

Each module is divided into two halves.  
What is **Part A** called? .....  
What is **Part B** called? .....

**B**

On which pages is the **Language summary** for Module 5?  
Pages .....

**C**

What colour is the **Useful language box** in Module 7?  
.....

**D**

How many **Consolidation units** are there in the *Students' Book*?  
.....

**E**

What topic is studied in the **Real life** section in Module 10?  
.....

**F**

Where can you find a **pronunciation table**?  
.....

**G**

What colour are the **Analysis** boxes in Module 12?  
.....

**H**

On which pages are the **tapescripts** for the listening exercises for Module 7?  
Pages ..... and .....

**I**

There are some **empty boxes** in the *Students' Book*. What do you write in them?  
.....

**J**

How many **pronunciation boxes** are there in Module 3?  
.....

**K**

Which word is studied in the **Wordspot** in Module 8?  
.....

**L**

On which page is there a list of **irregular verbs**?  
Page .....

## 1B Me too!

Tenses and question forms

|  | My answers | Name |
|--|------------|------|
| <b>Two things you like doing in your free time</b>               |            |      |
| <b>Something you're going to do next weekend</b>                 |            |      |
| <b>Two or three interesting countries you've been to</b>         |            |      |
| <b>Something you would do if you had more money</b>              |            |      |
| <b>The length of time you've been studying English</b>           |            |      |
| <b>Two things you've bought recently</b>                         |            |      |
| <b>Two interesting things you did last month</b>                 |            |      |
| <b>What you were doing at nine o'clock last Saturday evening</b> |            |      |
| <b>The first thing you'll do when you get home today</b>         |            |      |
| <b>Two films you've seen in the last three months</b>            |            |      |
| <b>Something you hated doing when you were a child</b>           |            |      |
| <b>The length of time you've known your best friend</b>          |            |      |

## 1C Three person snap

Various uses of auxiliary verbs

### Question master cards

|  |   |   |
|--|---|---|
| Does your sister like watching football?<br>(Answer: Yes, she does.)           | You've got lots of money.<br>(Answer: No, I haven't!)                   | You haven't been to Argentina,<br>(Answer: have you?)                 |
| Are you going out tonight?<br>(Answer: No, I'm not.)                           | The other students weren't here yesterday.<br>(Answer: Yes, they were!) | My sister was arrested last night.<br>(Answer: Was she?)              |
| Has your mother ever been to the United States?<br>(Answer: No, she hasn't.)   | You're not angry with me,<br>(Answer: are you?)                         | I got the highest mark in the class.<br>(Answer: Did you?)            |
| Your father hates watching soap operas.<br>(Answer: No, he doesn't!)           | Your parents have got a house in London,<br>(Answer: haven't they?)     | My uncle has climbed Mount Everest.<br>(Answer: Has he?)              |
| The other students didn't enjoy themselves at all.<br>(Answer: Yes, they did!) | Your father visited you last week,<br>(Answer: didn't he?)              | I wasn't told about the homework yesterday.<br>(Answer: Weren't you?) |

### Auxiliary verb cards

|                 |                 |              |
|-----------------|-----------------|--------------|
| Yes, she does.  | No, I haven't!  | have you?    |
| No, I'm not.    | Yes, they were! | Was she?     |
| No, she hasn't. | are you?        | Did you?     |
| No, he doesn't! | haven't they?   | Has he?      |
| Yes, they did!  | didn't he?      | Weren't you? |

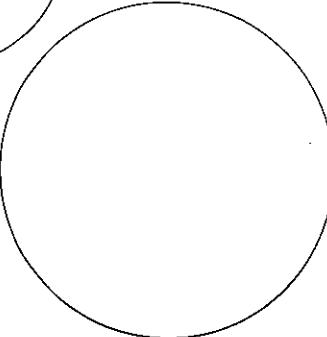
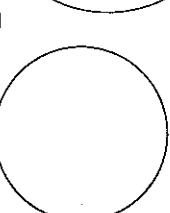
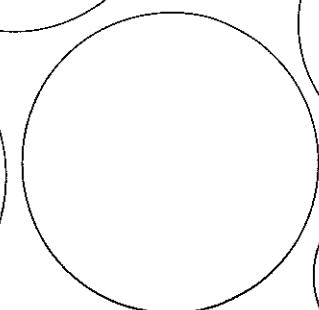
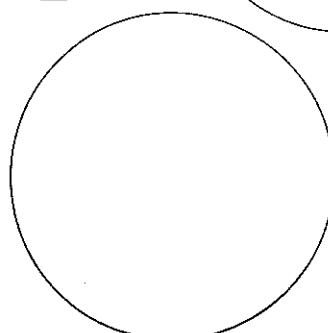
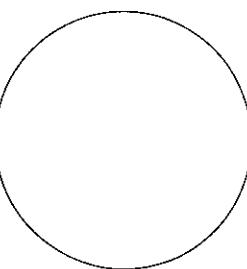
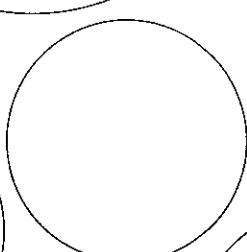
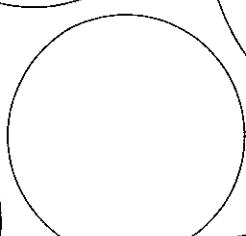
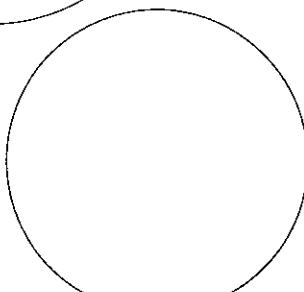
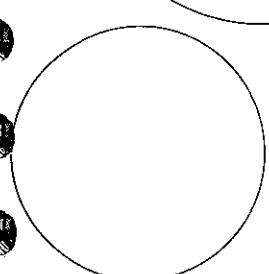
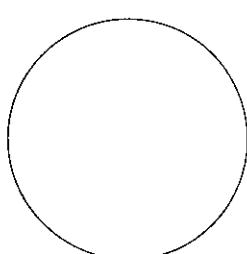
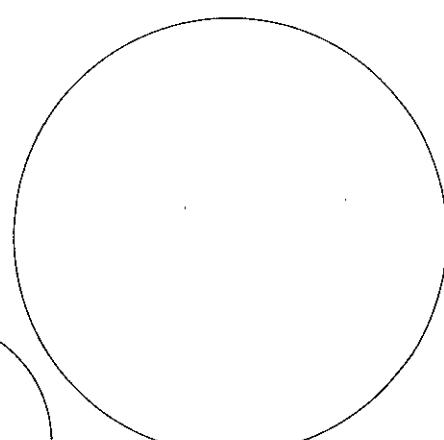
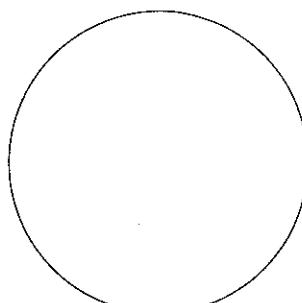
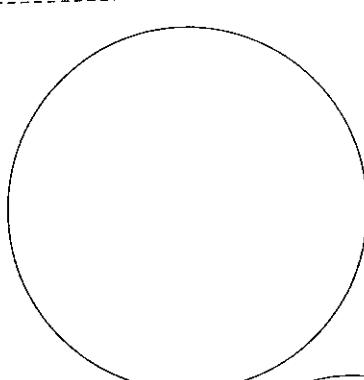
## 1D Get circles

### Expressions with get

Write down short answers to the following points in the circles below. Write your answers in any circle you like, but **not** in the same order as the questions. You do not have to answer every question, but try to answer at least **twelve**.

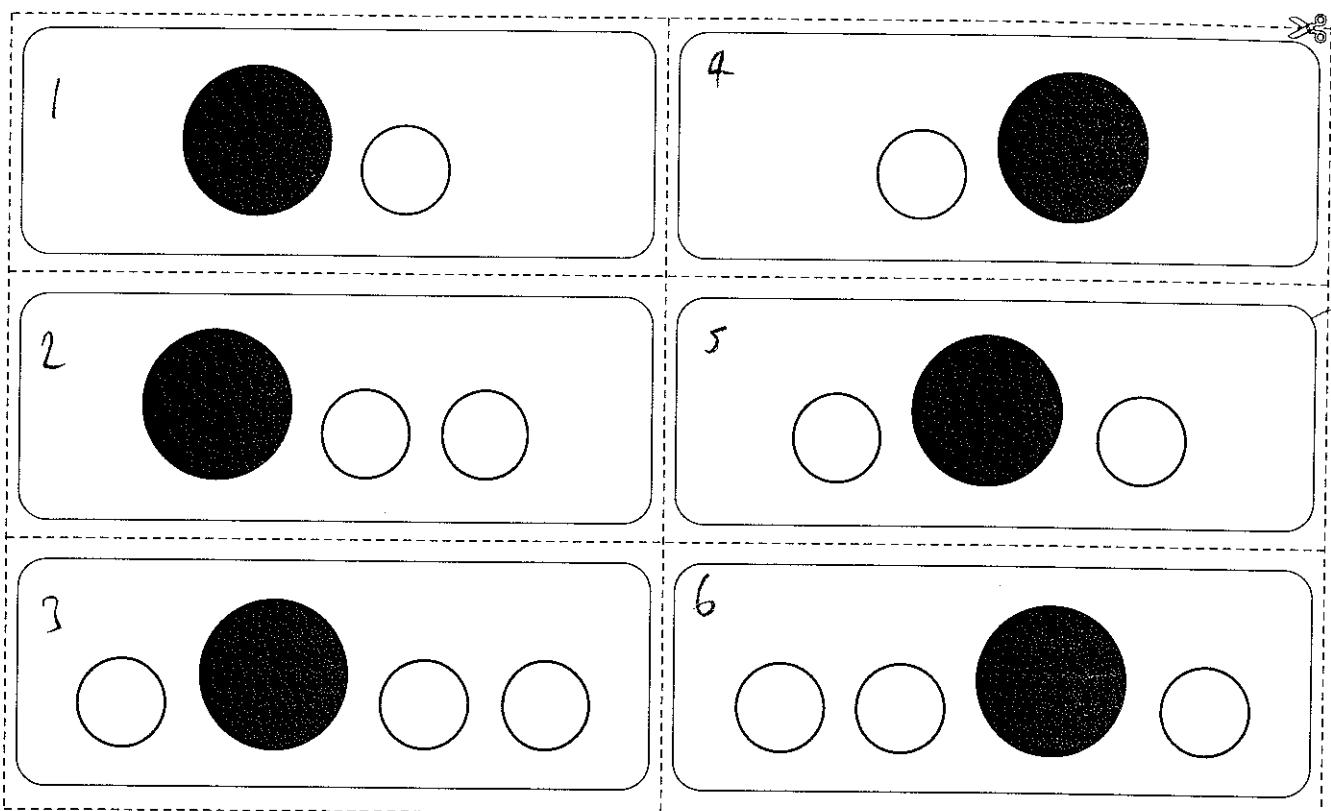
- the name of someone you've got to know recently
- how long it takes you to get ready if you're going out for the evening
- the name of an old friend you would like to get in touch with
- whether you used to get into trouble a lot when you were a child
- the name of someone you get on well with
- the last time you got really annoyed
- the best present you got for your last birthday
- the length of time since you last got your hair cut
- something foreigners would find hard to get used to if they lived in your country
- a reason why people often get to work late
- what you would do to get over your boyfriend or girlfriend leaving you
- something in your house which might get broken if you had a party there
- how long it takes to get home from where you are now
- how you would spend your time if you got stuck in a traffic jam for three hours
- the last time you got your car or bicycle mended
- the best thing to do if you get a cold

FOLD



## 2A Which stress pattern?

Stress patterns of verbs, nouns and adjectives



|              |            |            |             |
|--------------|------------|------------|-------------|
| psychology   | depress    | science    | support     |
| psychologist | depression | scientific | supportive  |
| anxiety      | depressing | scientist  | supporter   |
| anxious      | depressed  | suffering  | involvement |
| awareness    | envy       | suffer     | involve     |
| aware        | envious    | sufferer   | involved    |

## 2B Who am I?

Gerunds and phrases to describe abstract ideas



### Who am I?

Student number

..... makes me feel nervous.

..... is my idea of happiness.

..... is something that really annoys me.

..... helps me relax.

..... makes me feel stressed.

..... really frightens me.

..... always makes me laugh.

..... would embarrass me.

..... makes me feel really depressed.

..... sometimes confuses me.

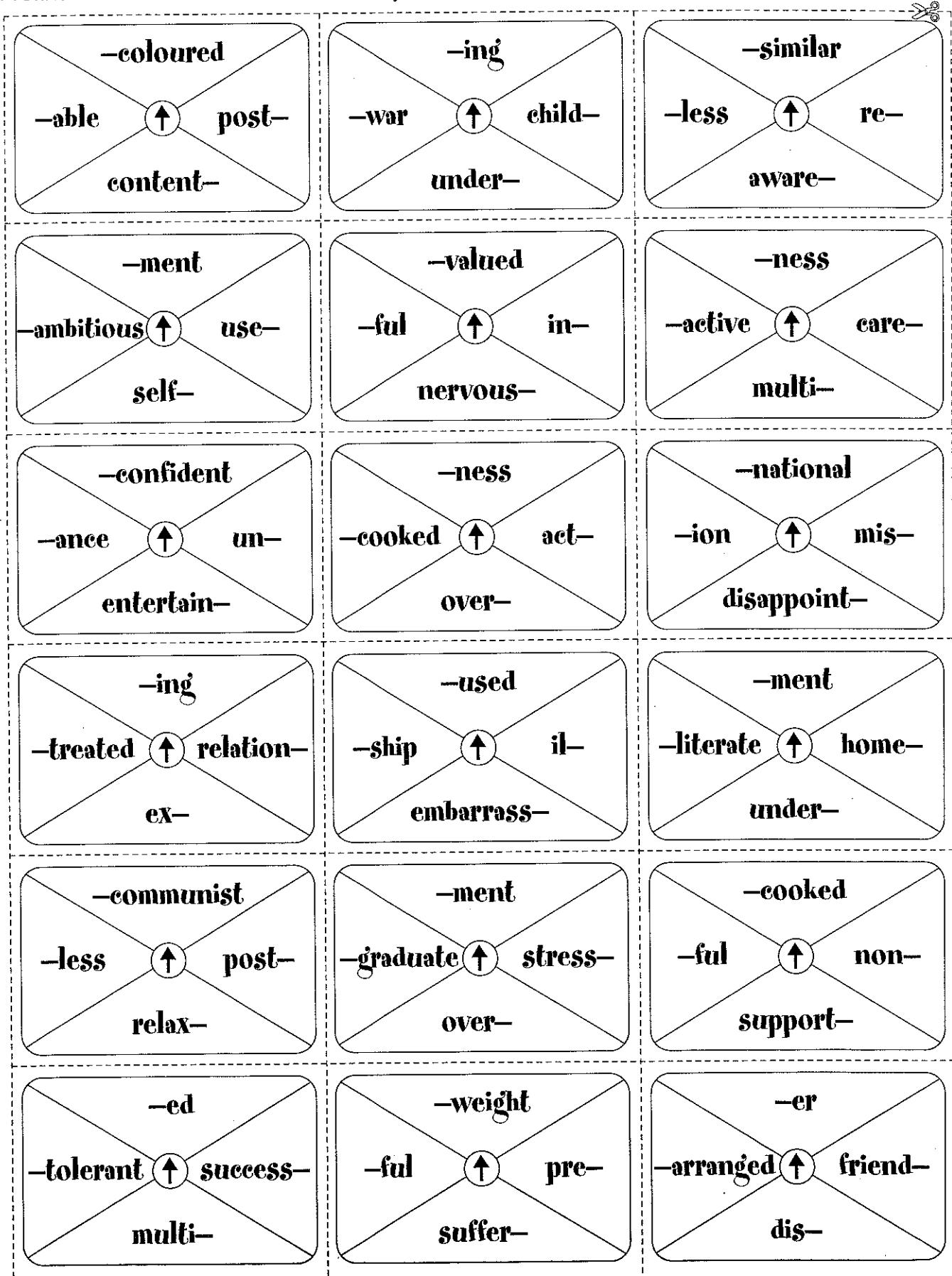
..... is often a disappointment.

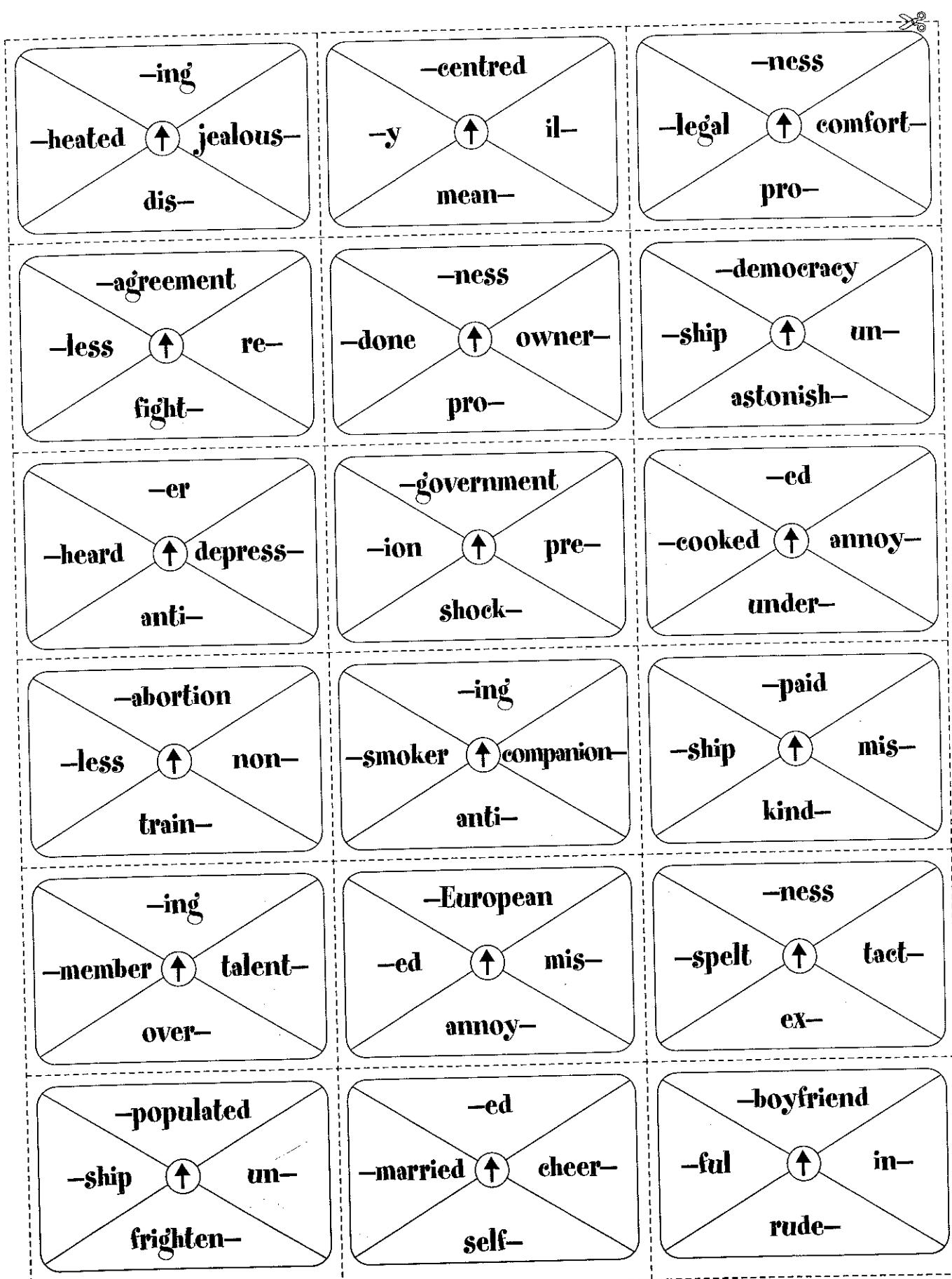
..... makes me feel proud.



## 2C Prefix and suffix dominoes

Prefixes and suffixes with nouns and adjectives





### 3A Sidney and the circus

Narrative tenses; Verb / adverb combinations for travel and movement

Student A

H



L



F



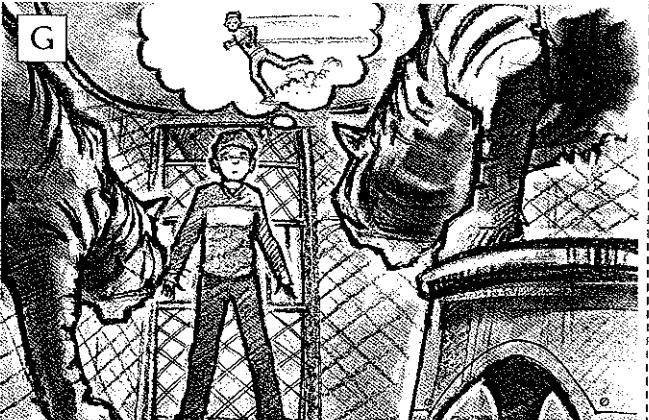
I



K



G



#### Movement verbs worksheet

With your partner(s), match these verb / adverb combinations with the pictures.

*rush home* .....

*run up to* .....

*walk home* .....

*walk up to* .....

*wander off* .....

*walk off* .....

*travel around* .....

*drive up to* .....

*walk past* .....

*run around* .....

*run away* .....

*walk along* .....

**Student B**



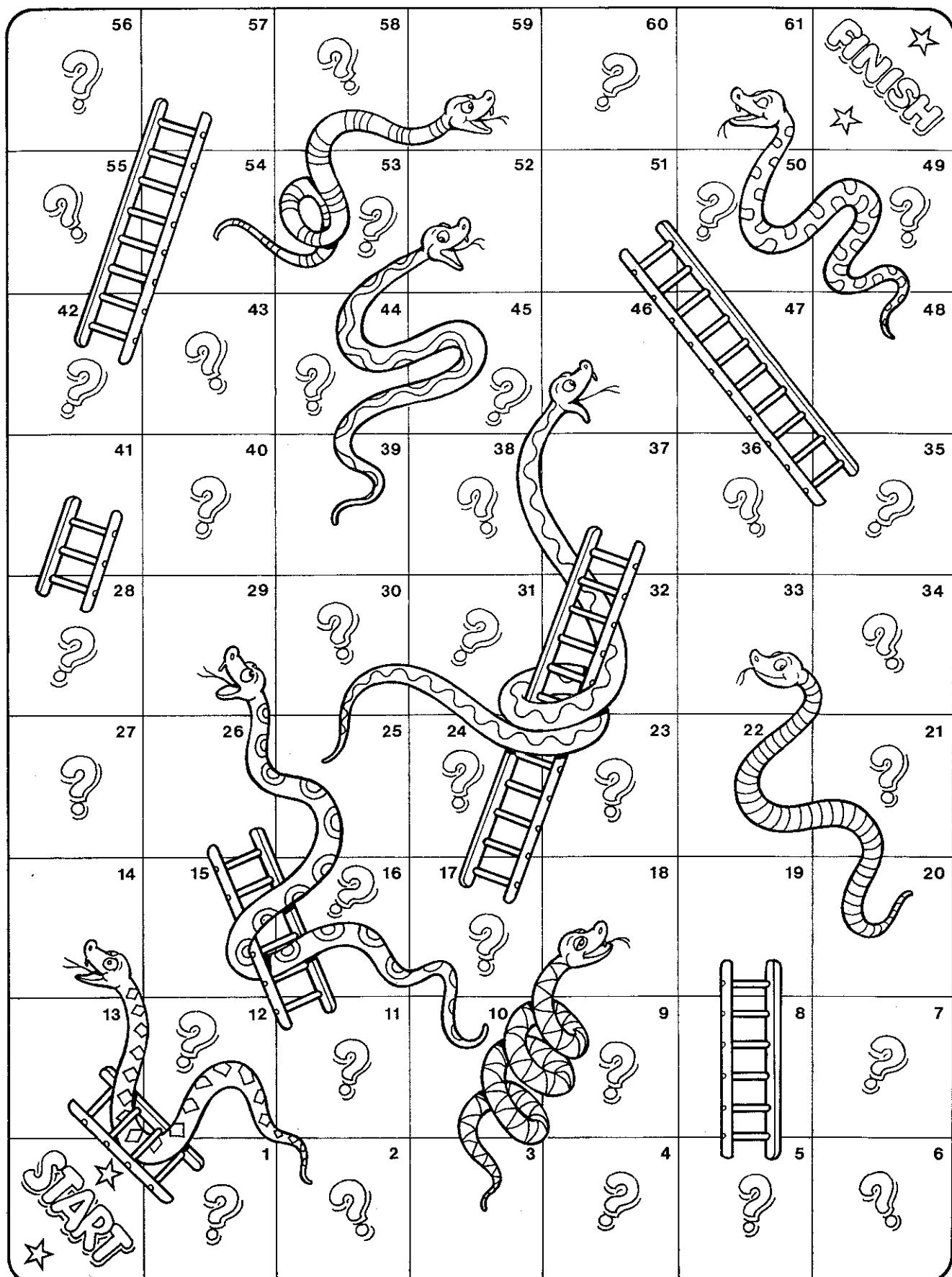
**Movement verbs worksheet**

With your partner(s), match these verb / adverb combinations with the pictures.

|                  |                  |                     |                   |
|------------------|------------------|---------------------|-------------------|
| rush home .....  | run up to .....  | walk home .....     | walk up to .....  |
| wander off ..... | walk off .....   | travel around ..... | drive up to ..... |
| walk past .....  | run around ..... | run away .....      | walk along .....  |

### 3B Continuous snakes and ladders

Simple and continuous verb forms of various tenses



## Questions

## 1 Which tense is correct?

Tom *walked* / *was walking* home when someone *called* / *was calling* out his name.

## 6 Which tense – Past Simple or Past Continuous?

When he *(arrive)* at the party, everyone *(talk)* and *(laugh)*.

## 11 Is this sentence right or wrong? (If it's wrong, correct it.)

Tom was exhausted because he'd been working too hard.

## 2 Which tense is correct?

When John *phoned* / *was phoning*, I *wrote* / *was writing* an essay. I *finished* / *was finishing* it at midnight.

## 7 Which tense is correct?

Sam's friends *had already gone* / *had already been going* by the time he *got* / *was getting* there.

## 12 Is this sentence right or wrong? (If it's wrong, correct it.)

By the time the emergency food supplies arrived, thirty people had been dying.

## 3 Is this sentence right or wrong? (If it's wrong, correct it.)

When she was getting home, her husband was watching football on television.

## 8 Which tense is correct?

As soon as Cath shut the car door, she *realised* / *was realising* she *had left* / *had been leaving* the keys inside.

## 13 Is this sentence right or wrong? (If it's wrong, correct it.)

Before the accident, he'd never been thinking anything like this would happen to him.

## 4 Is this sentence right or wrong? (If it's wrong, correct it.)

As soon as she was seeing the time, she was jumping out of bed.

## 9 Which tense is correct?

They *waited* / *were waiting* until everybody *had left* / *had been leaving* the bank, then *broke in* / *were breaking in* through the window.

## 14 What's the difference between these two sentences?

- a He'd been trying to phone her before she left the country.
- b He'd tried to phone her before she left the country.

## 5 Which tense – Past Simple or Past Continuous?

While we *(wait)* for the guests to arrive, Sally *(ring)* to say she couldn't come.

## 10 Which tense – Past Perfect Simple or Past Perfect Continuous?

When the helicopter finally found us we *(sit)* in the lifeboat for hours and *(eat)* all our food.

## 15 Which tense is correct?

He *is working* / *has been working* there since he *left* / *was leaving* university.

## Questions

16 Which tense is correct?

He is *playing* / *has been playing* tennis since he *started* / *was starting* school.

21 Is this sentence right or wrong? (If it's wrong, correct it.)

I've been knowing him for a few months, but I've only been meeting his sister once.

26 What's the difference between these two sentences?

- a He's very rude.
- b He's being very rude.

17 Which tense – Present Perfect Simple or Continuous?

Oh no! The train (*stop*) again! I (*sit*) on this train for hours, and I (*already miss*) my first meeting.

22 Which tense is correct?

Normally I *get up* / *am getting up* at eight, but this week I *get up* / *am getting up* at seven because I have to start work early.

27 Which tense is correct?

This time next week I'll *lie* / *'ll be lying* on a beach in Spain.

18 Which tense – Present Perfect Simple or Continuous?

You're covered in blood and you (*tear*) your jacket! You (*fight*) again, haven't you?

23 Which tense – Present Simple or Continuous?

Peter (*play*) football at the moment. He (*want*) to be a footballer when he grows up.

28 Which tense is correct?

Don't come round at eight. I'll *put* / *'ll be putting* the children in bed then.

19 Is this sentence right or wrong? (If it's wrong, correct it.)

Careful where you walk. Susie's been breaking a vase, and Johnny's already cut himself.

24 Is this sentence right or wrong? (If it's wrong, correct it.)

I'm loving hamburgers! I eat five every day, and I eat one at the moment!

29 Is this sentence right or wrong? (If it's wrong, correct it.)

When I arrive at the station, my parents will wait for me.

20 Is this sentence right or wrong? (If it's wrong, correct it.)

They've been living next door for years, but we've never spoken to them.

25 What's the difference between these two sentences?

- a What do you think?
- b What are you thinking?

30 What's the difference between these two sentences?

- a I'll be cooking dinner when you get home.
- b I'll cook dinner when you get home.

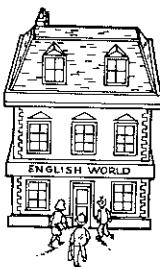
## 3C Problems, problems!

Language for responding to unexpected problems

### Role cards

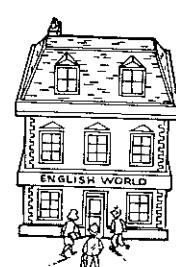
#### Language school – Role card A

You ~~are~~ have just walked into an English Language school to book a four-week intensive course starting next Monday. The classes are every morning from 9 to 12. You telephoned the school yesterday and they said that there were still some places available. You really need to study English, as you need it for your job (you work in a tourist information office in the afternoon). You are about to talk to the receptionist.



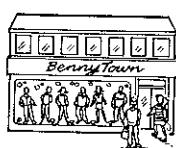
#### Language school – Role card B

You are a receptionist at an English Language School, which has four-week intensive courses in the morning (9 to 12) and afternoon (2 to 5). The morning class is now full (you registered the last student ten minutes ago), but there are places available in the afternoon class. There are also part-time courses on Monday, Wednesday and Friday evenings from 7.30 – 9.00 p.m. If a class is full, students can join a waiting list.



#### Clothes Shop – Role card A

You work in *BennyTown*, a famous clothes shop. The company has a strict policy on dealing with customers who bring back clothes. If there is a genuine problem with an article of clothing, you can: **a)** refund the money, but only if the customer has a receipt; **b)** exchange the item for a similar one; or **c)** take back the item and give the customer *BennyTown* vouchers, which they can use to buy clothes in the future. The only shirts you have at the moment are bright pink or black.



#### Clothes Shop – Role card B

Last week you bought a beautiful pale blue shirt from *BennyTown*, a famous clothes shop. You wore it for the first time yesterday, and noticed that there was a hole in it. You cannot find the receipt (you're not even sure they gave you one), but there is a *BennyTown* label in the back of the shirt. You have gone back to the shop to exchange the shirt for a new one; you want to wear it tonight when you meet your new boyfriend / girlfriend!



#### Travel agency – Role card A

You are planning to go on holiday for two weeks. You telephoned a travel agency yesterday, and reserved a seat on the British Airlines flight to New York next Saturday. The flight departs at 9.30 a.m., and you were told that the return fare is £259 including taxes. You are now going to the travel agency to pay for your flight.



#### Travel agency – Role card B

You work in a travel agency which specialises in flights to the United States. You have just found out that the British Airlines flight to New York at 9.30 a.m. next Saturday has been cancelled because of a strike by pilots. There are still a few seats available to New York on the same day on American Airways, which leaves at 6.30 a.m. The return fare is £299 including taxes. All other flights to New York on that day are fully booked.



#### Restaurant – Role card A

You are a waiter at *The Garden Restaurant*. Tonight the restaurant is very busy, because a group of American tourists arrived at eight o'clock and took all the tables. Your reservation list shows that nobody has booked a table tonight, although someone has already booked a table for four people at 8.30 tomorrow night. It's now 8.35 p.m., and the tourists will probably finish eating at about 9.30 p.m. A customer has just walked in, and you walk over to welcome him / her.



#### Restaurant – Role card B

You are going out for a meal with three friends of yours to celebrate passing your exams – it is a very special occasion! You phoned *The Garden Restaurant* this morning and reserved a table for four at 8.30 p.m. You have just arrived at the restaurant (it's now 8.35 p.m.). Your three friends will be there in five or ten minutes. A waiter comes to welcome you.



## 4A Passive scrabble

Passive tenses and passive forms

|                   |                         |                |                                |                |                    |
|-------------------|-------------------------|----------------|--------------------------------|----------------|--------------------|
| the two brothers  | are                     | accused of     | robbery                        | my house       | is being           |
| 1                 | 2                       | 4              | 4                              | 2              | 2                  |
| looked after      | by a friend of mine     | this week      | AT THE MOMENT                  | she            | is being           |
| 3                 | 3                       | 2              | 3                              | 1              | 3                  |
| followed          | by a man in a dark suit | yesterday      | my sister                      | was            | attacked           |
| 3                 | 3                       | 1              | 2                              | 2              | 3                  |
| BY A MAD DOG      | two days ago            | he             | was                            | shot           | by a stranger      |
| 3                 | 1                       | 1              | 2                              | 3              | 3                  |
| in the bedroom    | the students            | were           | told                           | to finish it   | last week          |
| 4                 | 2                       | 2              | 3                              | 4              | 1                  |
| when we got there | people                  | WERE BEING     | carried out of the building    | all the guests | have been          |
| 4                 | 2                       | 3              | 4                              | 2              | 2                  |
| taken             | to the station          | by the manager | Mark killed himself because he | had been       | sent to prison for |
| 3                 | 3                       | 2              | 4                              | 3              | 4                  |

|                            |                                   |                                   |                                   |                                   |                                   |
|----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| murder                     | <b>this year</b>                  | thousands of people               | have been                         | arrested for                      | burglary                          |
| 4                          | 2                                 | 2                                 | 2                                 | 4                                 | 4                                 |
| in London                  | <b>when I arrived</b>             | all the seats                     | <b>HAD BEEN</b>                   | taken                             | by foreign journalists            |
| 2                          | 3                                 | 2                                 | 3                                 | 3                                 | 3                                 |
| the rest of the family     | will be                           | told the news                     | <b>next week</b>                  | <b>by one of the lawyers</b>      | all the staff                     |
| 2                          | 3                                 | 3                                 | 2                                 | 2                                 | 1                                 |
| <b>MUST BE</b>             | invited to the conference         | <b>next month</b>                 | Tom and Alice                     | expected to be                    | picked up                         |
| 3                          | 4                                 | 2                                 | 1                                 | 3                                 | 4                                 |
| at the airport             | <b>by their aunt</b>              | most children                     | <b>hate being</b>                 | told                              | <b>what to do</b>                 |
| 4                          | 2                                 | 2                                 | 3                                 | 2                                 | 4                                 |
| by their parents           | <b>everyone</b>                   | <b>LOVES BEING</b>                | given                             | <b>money</b>                      | at Christmas                      |
| 2                          | 1                                 | 3                                 | 3                                 | 2                                 | 2                                 |
| 'To be' or Past Participle | <b>'To be' or Past Participle</b> |
| 0                          | 0                                 | 0                                 | 0                                 | 0                                 | 0                                 |

## 4B It's all in the mind

### Expressions with *mind*

#### Situation 1

This morning you borrowed your friend's bike without asking. When you see your friend, what do you say?

#### Response

*I hope you don't mind*, but I borrowed your bike this morning.

#### Situation 2

A friend tells you she didn't get any tickets for the concert. This isn't a big problem for you. What do you say?

#### Response

Oh well, *never mind*!

#### Situation 3

You want a friend to help you get ready for the party you're having tonight. What do you say?

#### Response

*Would you mind helping me get ready for the party?*

#### Situation 4

Your friend has rented two videos. He asks you which you want to watch first. You think they are both good. What do you say?

#### Response

*I don't mind* which one we watch first.

#### Situation 5

You are showing a friend around your new house. You are going into a room with a very low doorway. What do you say to your friend?

#### Response

*Mind your head!*

#### Situation 6

Someone you don't know very well has just asked you if you've kissed your boyfriend / girlfriend after the first date. What do you say?

#### Response

*Mind your own business!*

#### Situation 7

This morning you arranged to go out with a friend, but now you want to stay at home. What do you say to your friend?

#### Response

*I'm sorry, but I've changed my mind.*

#### Situation 8

You are outside a cinema, and your friend can't decide which film to see. The films start in two minutes! What do you say?

#### Response

*Hurry up and make up your mind!*

#### Situation 9

A friend of yours has been very quiet recently, and looks worried about something. What do you say?

#### Response

*Have you got something on your mind?*

#### Situation 10

Your daughter didn't come home from school today. It's now eleven o'clock in the evening. A friend phones you – what do you say?

#### Response

*My daughter hasn't come home. I'm out of my mind with worry.*

#### Situation 11

Your brother is planning to swim across the Atlantic Ocean! What do you say?

#### Response

*You must be out of your mind!*

#### Situation 12

You are going to San Francisco on holiday. A friend went there last year, and recommends a good place to stay near the airport. What do you say?

#### Response

*Thanks, I'll keep it in mind.*

#### Situation 13

You promised to post a letter for your mother, but you forgot! What do you say to her when you get home?

#### Response

*I'm really sorry I didn't post your letter, it slipped my mind.*

#### Situation 14

Your sister has some important things to say to her husband, but knows they might make him unhappy. You advise her to say exactly what she wants to. What do you say?

#### Response

*You should speak your mind.*

#### Situation 15

Although your brother seems very fit and healthy, he's certain he has a very serious illness. You think he's just imagining it. What do you say to him?

#### Response

*It's all in your mind.*

## 5A Word combinations

### Verb–noun word combinations

|              |                      |              |             |
|--------------|----------------------|--------------|-------------|
| to achieve   | something worthwhile | to overcome  | your fear   |
| to achieve   | success              | to make      | a sacrifice |
| to break     | a world record       | to show      | dedication  |
| to cope with | stress               | to take      | risks       |
| to cope with | problems             | to take over | a company   |
| to overcome  | difficulties         | to win       | an award    |

### What about you?

On a separate piece of paper, write down short answers to the following questions. Write the answers wherever you want on the page, but not in the same order as the questions. You don't have to answer all the questions, but try to answer as many as you can.

- Do you like taking risks?
- Write down the name of a famous person (or someone you know personally) who's achieved something worthwhile in their life.
- What advice would you give to someone who wanted to overcome their fear of snakes?
- If you had enough money to take over a company, which company would you choose?
- What have you achieved some success in?
- Write down the name of someone who's won an award (e.g. for music, acting, writing etc.) in the last three years.
- What sacrifices do parents have to make for their children?
- Think of a problem people have to cope with nowadays that they didn't have to cope with a hundred years ago.
- How do you cope with stress in your daily life?
- Can you name someone who's broken a world record?
- Do you know someone who's overcome a lot of difficulties in their life?

## 5B A wonderful life

Present Perfect (various uses)

### Chris Bull

You are going to be interviewed on a TV programme called *A Wonderful Life*. Decide on the details of your life and make **brief notes** for the ideas below. Do not write complete sentences. If you want, you can base your life on a real person, or a combination of real people.

You're an actor / actress.

- How long?
- How many films?
- Your favourite film?

You are also a director.

- How long?
- How many films?
- Your best film?

You've won some awards.

- How many?
- What for?
- When?

You're making a new film.

- Acting or directing?
- What's the film about?
- Other details about the film?
- How long?

You've got a new hobby.

- What is it?
- How long?

You live somewhere beautiful.

- Where?
- How long?
- Why did you choose to live there?

You're married.

- Who to?
- How long?
- What does he / she do?

You have a famous best friend.

- Who?
- How long?
- How did you meet?
- Your previous marriages?

You've worked in lots of countries.

- How many?
- Your favourite?
- Why?

You're an author as well.

- How long?
- How many books?
- Your most successful book?
- How long?

### TV Interviewer

You are going to interview the famous actor, writer and director, Chris Bull, on your TV programme, *A Wonderful Life*. Before the interview, write down some questions to ask, using the ideas below.

His / Her career as an actor / actress.

- How long?
- How many films?
- His / Her favourite film?

His / Her career as a director.

- How long?
- How many films?
- His / her best film?

He / She is making a new film.

- Acting or directing?
- Title? Plot?
- Other details about the film?
- How long?

Awards and prizes.

- How many?
- What for?
- When?

Famous best friend.

- Who?
- How long?
- How / meet?

His / Her writing career.

- How long?
- How many books?
- His / Her most successful book?

His / Her marriage.

- His / her partner's name and job?
- How long?
- Married before?

His / Her new hobby.

- What?
- How long?

His / Her home.

- Where?
- How long?
- Why there?

## 5C Who's worked for the CIA?

Present Perfect Simple and Continuous

Find someone who ...

Name(s)

1 ... has written / has been writing a lot of best-sellers.

2 ... has made / has been making a film for the last six months.

3 ... has met / has been meeting the Pope and the Queen of England.

4 ... has learnt / has been learning how to speak seven languages perfectly.

5 ... has played / has been playing tennis professionally since he / she was eighteen.

6 ... has been going / has been to the moon.

7 ... has recently broken / has recently been breaking the hundred metres world record.

8 ... has written / has been writing a book about journalism for three years.

9 ... has won / has been winning an Oscar.

10 ... has worked / has been working for the CIA for the last five years.



**Role card 1**

You are a famous writer of spy stories from England. You've written fourteen best-sellers so far. Your most famous book is called *The Cold War*. At the moment you're not writing anything because you're going to get married. You're going to Moscow for your honeymoon with your Russian wife.

**Role card 2**

You are a famous film director from the United States. You've already made three films (your most famous film so far is called *Trust Nobody*) and you've been working on your fourth for the last six months. Your new film will be called *Eye Spy*, and is set in Moscow after the Second World War.

**Role card 3**

You are the Ambassador for an Eastern European country (you decide which one). You've met lots of famous people in your job. You met the Pope when he visited your country, and the Queen of England last year. You had dinner with her at the American Embassy in London. You've also met Fidel Castro, the President of Cuba.

**Role card 4**

You are a translator, and you work for the United Nations in New York. You can speak seven languages perfectly (you decide which ones). You have worked all over the world (you decide where). You were born in Cuba, and were in East Germany in 1989 when the Berlin Wall came down.

**Role card 5**

You are a professional tennis player. You grew up in Eastern Europe (you decide which country), but when you were fifteen your family went to live in the United States because of political problems in your country. You have won a lot of tournaments all around the world, and next week you're playing in a tournament in Germany.

**Role card 6**

You are a famous American astronaut. You went to the moon on Apollo 16 in 1972, and then worked for NASA (the North American Space Agency). At the moment you are working on the joint American-Russian space programme, which is planning to send a space station to Mars. You've been working in Moscow for the last two years.

**Role card 7**

You are a famous athlete from Russia. You recently broke the hundred metre world record at an athletics meeting in Geneva, and are a hero in your country. You recently met the Russian President, who invited you to a dinner at the Kremlin in your honour. Next week you are running in Washington, and hope to meet the American President.

**Role card 8**

You are a TV reporter, and have travelled all over the world working for CNN (an American news company). You started writing a book about your experiences three years ago, but haven't had time to finish it. You know many politicians very well (you decide who) and tomorrow you're going to Russia to report on the political crisis there.

**Role card 9**

You are a famous actor / actress from the United States (although your parents were born in Poland). You won an Oscar two years ago for your role in the last James Bond film, which was filmed in Siberia. Next week you are going to Cuba to start making your new film, *Don't Trust Me*, for an American company.

**Role card 10**

You are the CIA agent! Do **not** tell anyone this! When people ask you about your life, you have to lie! It's a good idea to find out who the other person is **first**, then you can pretend to be someone else on the *Find Someone Who ...* worksheet. You will need to invent facts about yourself to support your story. Whatever happens, **never** admit you're a CIA agent!

## 6A The genuine article

## Use and non-use of articles

## Question 1

A: 'I'm thinking of buying a new bike next week.'  
 B: 'Have you been to new cycle shop on the Church Street?'

## Answer

A: 'I'm thinking of buying a new bike next week.'  
 B: 'Have you been to **the** new cycle shop on **the** Church Street?'

2

## Question

There's a restaurant in centre of Washington that makes a most delicious lasagne in the world.

## Answer

There's a restaurant in **the** centre of Washington that makes **the** most delicious lasagne in the world.

## Question 3

I'm reading the interesting book at the moment. It's about a life of Nelson Mandela when he was in prison.

## Answer

I'm reading **an** interesting book at the moment. It's about **the** life of Nelson Mandela when he was in prison.

4

## Question

I've got two pets, a cat and a dog. I don't like a cat, because he brings the mice into the house.

## Answer

I've got two pets, a cat and a dog. I don't like **the** cat, because he brings **the** mice into the house.

## Question 5

Mark and Laura got married on twenty-third of December. Few days later, Laura realised she'd made the worst mistake of her life.

## Answer

Mark and Laura got married on **the** twenty-third of December. **A** few days later, Laura realised she'd made the worst mistake of her life.

6

## Question

I've started going to a yoga class on Thursdays. A teacher is very good, but I'm worst in the class!

## Answer

I've started going to a yoga class on Thursdays. **The** teacher is very good, but I'm **the** worst in the class!

## Question 7

You may now open an examination paper. Write your name and the date at top of the page.

## Answer

You may now open **the** examination paper. Write your name and the date at **the** top of the page.

8

## Question

I don't go to the church. In fact, I've only been inside church once, when I went to Russia.

## Answer

I don't go to **the** church. In fact, I've only been inside **a** church once, when I went to Russia.

**Question**

9

After leaving school, Janet worked as cleaner in a hospital. She then went to the college to study nursing.

**Answer**

After leaving school, Janet worked as **a** cleaner in a hospital. She then went to **the** college to study nursing.

**Question**

10

His mother is doctor, and she lives in a small village in north of Brazil near the Amazon rainforest.

**Answer**

His mother is **a** doctor, and she lives in a small village in **the** north of Brazil near the Amazon rainforest.

**Question**

11

As I was walking along Oxford Street on my way to National Theatre, I found a ten pound note on a pavement.

**Answer**

As I was walking along Oxford Street on my way to **the** National Theatre, I found a ten pound note on **the** pavement.

**Question**

12

A: 'Welcome home, darling. What do you want for the dinner?'  
B: 'Nothing, thanks. I met old friend from school and we had lunch together.'

**Answer**

A: 'Welcome home, darling. What do you want for **the** dinner?'  
B: 'Nothing, thanks. I met **an** old friend from school and we had lunch together.'

**Question**

13

While I was staying in the hotel in south of India, I met a man who worked for the CIA.

**Answer**

While I was staying in **a** hotel in **the** south of India, I met a man who worked for the CIA.

**Question**

14

Many of the cities in the United States suffer from the crime. The police should be given the money they need to deal with problem.

**Answer**

Many of the cities in the United States suffer from **the** crime. The police should be given the money they need to deal with **the** problem.

**Question**

15

I went to the cinema last night with the friend from work, and we saw a film about Vietnam War.

**Answer**

I went to the cinema last night with **a** friend from work, and we saw a film about **the** Vietnam War.

**Question**

16

The last weekend, Janet Morgan went skiing in Alps and then stayed in a hotel by Lake Geneva.

**Answer**

**The** Last weekend, Janet Morgan went skiing in **the** Alps and then stayed in a hotel by Lake Geneva.

## 6B Where on earth are we?

Ways of adding emphasis; cleft sentences

## Student A

You are on your way to a wedding in your car. You are driving, and your friend has been giving you directions. Now you're completely lost and you're going to be late. You stop the car and discuss what to do. Together you must decide what you're going to do next. You begin the conversation.

## These are some points you want to make:

- You have no idea where you are. You've never been to this part of town in your life.
- You didn't leave early enough because your friend was late. You told him / her to arrive at a quarter **to** twelve, and he / she arrived at a quarter **past** twelve.
- You wrote down the directions, and thought they are extremely clear. There was no need to bring a map.
- You think you should have turned left at the crossroads a few minutes ago.
- You think that you must go back to the crossroads to get back on the right road.
- You told your friend yesterday to buy the wedding present, and you want to check he / she has brought it with him / her.
- You didn't want to come to the wedding. Your friend persuaded you to come.
- Your friend always thinks that he / she is right, and this annoys you!

## Useful language

"I'm absolutely certain that ..."  
 "I really do think that ..."  
 "What we need is ..."  
 "What really annoys me is ..."  
 "I told you to ..."  
 "It's / It was you who ..."  
 "Where / Why / What / How on earth ...?"  
 "I really am sorry about ..."

## Student B

You are on your way to a wedding in your car. Your friend is driving, and you've been giving him / her directions, but now you're lost and you're going to be late. You stop the car and discuss what to do. Together you must decide what you're going to do next.

## These are some points you want to make:

- You are sure you know where you are. You and your friend came here together last year for a party.
- You arrived at your friend's house at a quarter past twelve, the exact time he / she told you on the phone.
- You think the directions, which your friend wrote down, aren't very clear. You suggested bringing a map, but your friend said you didn't need one.
- You told your friend to turn left at the crossroads a few minutes ago, but he / she didn't.
- You are sure that if you continue down this street, you will get back on the correct road.
- You didn't buy a wedding present, because your friend said on the phone yesterday that he / she was going to buy one.
- You didn't want to come to the wedding. Your friend persuaded you to come.
- Your friend never believes what you say, and this annoys you!

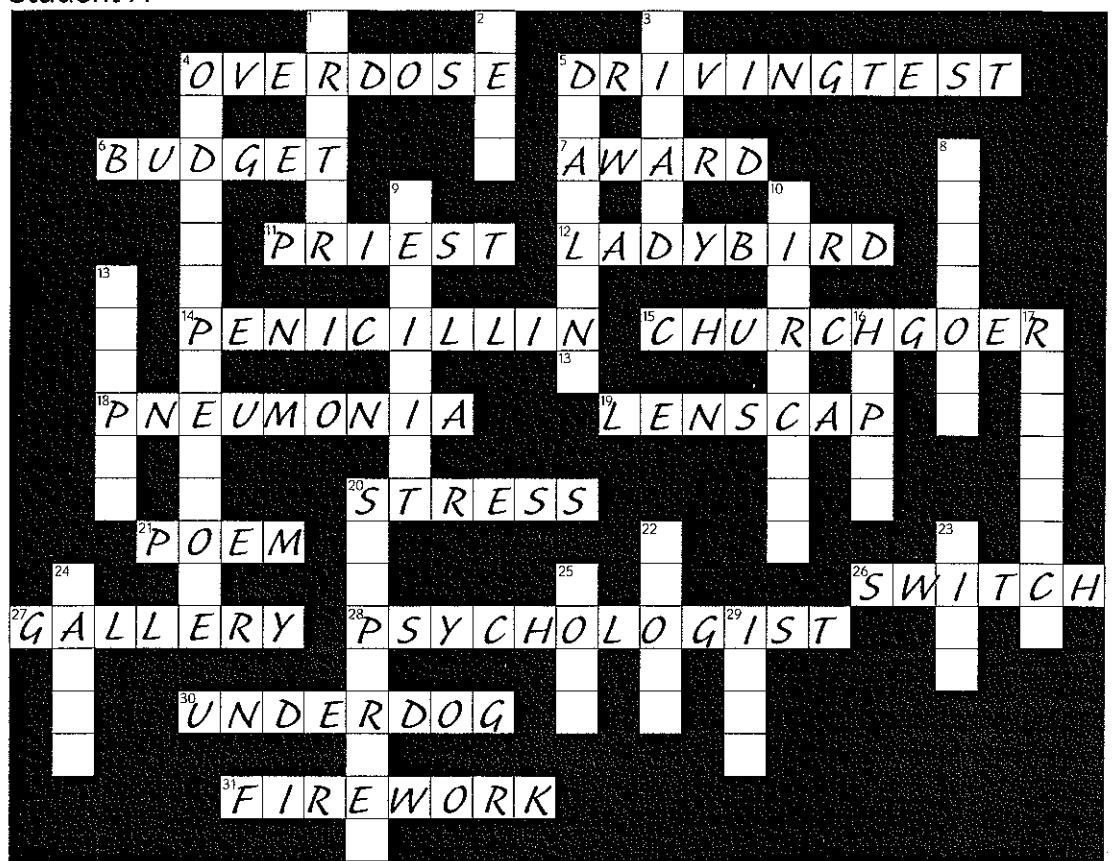
## Useful language

"I'm absolutely certain that ..."  
 "I really do think that ..."  
 "What we need is ..."  
 "What really annoys me is ..."  
 "I told you to ..."  
 "It's / It was you who ..."  
 "Where / Why / What / How on earth ...?"  
 "I really am sorry about ..."

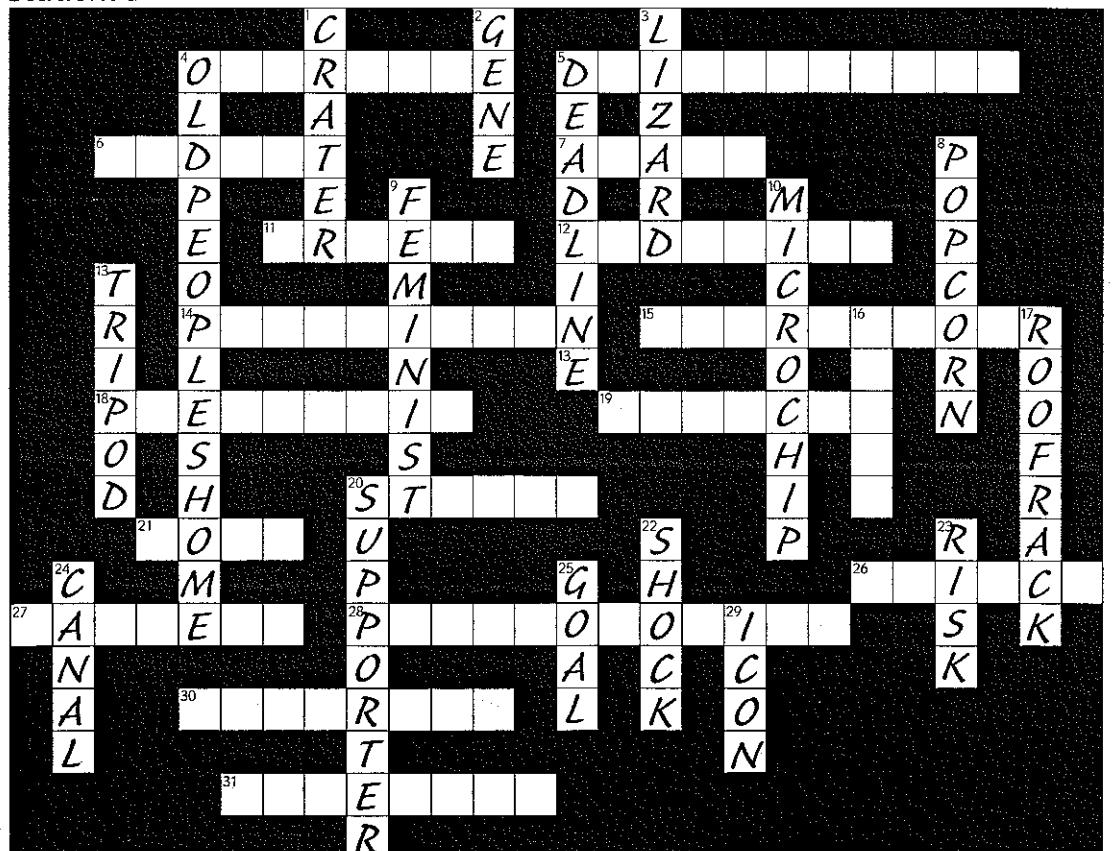
## 7A Relative clauses crossword

Defining relative clauses

Student A



Student B



**7B What's buried at the bottom of the garden?**

## Non-defining relative clauses

C Paul stood outside number twenty-two, Rose Tree Lane, and tried to see if anyone was home. The dark blue curtains in the living room were completely drawn, even though it was still mid-afternoon. There were no cars parked outside the house, and even the garage was completely empty.

F He took a deep breath and walked up the drive to the front door. As he looked through the letterbox into the hallway, long-forgotten memories came back to him. Now the hallway was dark and empty, and there were letters all over the floor.

H It looked as though nobody had been home for weeks. 'Does anyone still live here?' he wondered. Perhaps he should have tried to find out before he'd come. Well, it was too late now. He thought for a while, then turned and walked back down the drive.

A Samantha hurried over to meet him. 'Well?' she asked anxiously. 'There's nobody in,' he said. 'It's now or never.' He walked back to his car and opened the boot. Inside were two new spades he had bought earlier that day. He handed one to Samantha, then picked up the other and shut the boot.

G 'Let's make this as quick as we can,' said Paul as they hurried back to the house. 'Fine by me,' said Samantha. They walked down the side of the house and made their way to the bottom of the garden.

B 'It's buried just here,' said Paul, pointing to a space between two large oak trees. He immediately stuck the spade into the ground and started to dig. The rain became heavier and heavier as they worked.

E They had been digging for nearly an hour before they found what they were looking for. 'There it is!' shouted Paul as he pointed into the large hole. Samantha threw her spade down and looked down into the hole.

D 'Do you mind if I ask you what you're doing in my garden?' Paul was so surprised by the voice he nearly lost his balance and fell into the hole. Samantha looked round in astonishment and felt her stomach tighten. Standing about ten metres away was an old man in an old brown coat.

Extra information cards

1 she had been watching him from across the street

2 the garden was so overgrown it was like walking through a jungle

3 the rain had been falling softly all day

4 her hands were red and sore from the digging

5 he had parked the car round the corner out of sight

6 Paul had lived there over twenty years ago

7 he used to sit and wait for hours in the hallway for his father to get home

8 the door still had the same painted metal numbers screwed into the wood

9 her courage was beginning to leave her

10 he used to keep his bike in the garage out of the rain

11 he had obviously been watching them for some time

12 she grabbed it with both hands

## 8A Coco the politician

Vocabulary extension - collocations on the topic of politics

Coco the clown decided to **enter****politics** because he thought politicians were too serious.He heard that they **were holding****a general election** in his country in a few weeks,so he decided to **stand for****the Presidency** and give everyone a laugh.The next day he **launched****his campaign**, based on silly clothes and free red noses for everyone.To his surprise, he **won****the election** with 70 per cent of the vote!He said it was a **proud****achievement** to be elected, especially for someone wearing multi-coloured trousers and make-up.Coco the clown **served****four years as President** of his country.He solved the country's **financial****deficit** by exporting funny-shaped cars to Germany.He also cut **the crime****rate** by giving the police bananas instead of guns,and he got rid of **petty****bureaucracy** by putting his monkey in charge of Parliament.At the end of his Presidency there was an **economic****boom** all over the country,but then Coco decided to **leave****politics** because nobody laughed at him any more!

## 8B Infinitive dominoes

Infinitive forms



## 8C Design your own soap opera!

Verbs that take the infinitive or the gerund

# Design your own soap opera!

All the characters below appear in a soap opera – your soap opera!

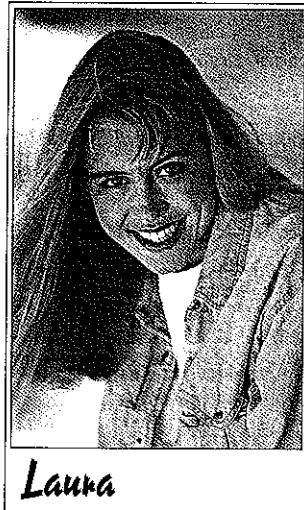
With your partner(s), look at the characters and decide:

- who is related / married to who
- what the people do for a living
- who are friends, lovers and enemies

- where your soap opera is going to be set
- what your soap opera is called



Samantha



Laura



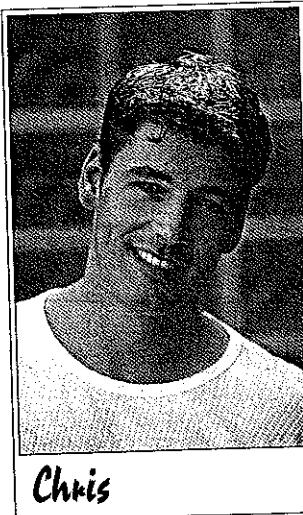
Alice



Mark



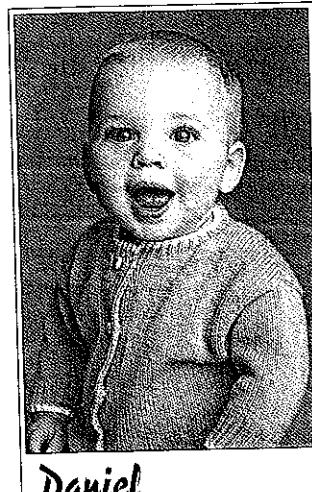
Richard



Chris



Sally-Ann



Daniel

Notes

### Plot cards

Someone is having an affair with someone else's wife / husband / partner

Someone has just found out they are pregnant

Someone has stolen a lot of money

Someone thinks their friend / partner is planning to kill somebody

Someone wants to split up with their boyfriend / girlfriend or get divorced

Someone has just been shot

Someone is in love with two different people

Someone has just met an ex-lover who they thought was dead

Someone has just found out that their partner is the father of someone else's child

Someone is going to kidnap someone else

### Verb bank

|          |        |         |             |
|----------|--------|---------|-------------|
| agree    | hope   | offer   | promise     |
| decide   | intend | plan    | refuse      |
| expect   | manage | pretend | threaten    |
| admit    | avoid  | love    | risk        |
| consider | enjoy  | miss    | can't stand |
| deny     | hate   | imagine | suggest     |

## 9A The maze of terror!

Modal verbs of deduction in the past and present

## Card 1

You are on holiday in the southern states of the USA. You're driving through a very remote area late at night, and are completely lost! You're looking for somewhere to stay, but have only seen one hotel, which was locked up. (**WHY?**) You have \$100 in cash, and are tired and hungry. Finally you come to a junction in the middle of nowhere. Do you:

- turn left (**Card 2**)
- turn right (**Card 3**)

## Card 6

You leave your bags in the room and go to the restaurant - you're very hungry! There are no other guests in the restaurant. (**WHY NOT?**) You order some food, and the waiter offers you free wine with your meal. The atmosphere in the empty restaurant is making you feel a little nervous. Do you:

- wait for your meal to arrive (**Card 8**)
- go back to your room without eating (**Card 9**)

## Card 2

Five miles further on you see a big hotel on your left. It's open! You stop and go inside, but the receptionist tells you the hotel is fully booked. A coachload of tourists have reserved all the rooms. However, it's very late and they still haven't arrived. (**WHY NOT?**)

Do you:

- go back to the junction and turn right (**Card 3**)
- continue along the road (**Card 4**)
- try to bribe the receptionist to give you a room (**Card 5**)

## Card 7

You drive for a while and come to a nice-looking motel. Sitting at reception is a man wearing an old-fashioned army uniform. (**WHY?**) There are lots of candles everywhere, and none of the lights are on. (**WHY NOT?**) He tells you there's only one room free - it costs \$40. Do you:

- take the room (**Card 12**)
- continue driving (**Card 13**)

## Card 3

You drive for ten minutes, then see an old hotel down a narrow turning. There are a lot of cars in the car park, but you can't see any lights on in the bedrooms. (**WHY NOT?**) The receptionist offers you a room for \$50.

Do you:

- take the room (**Card 6**)
- get back in the car and continue driving (**Card 7**)

## Card 8

Your meal arrives, along with two large glasses of red wine. You start eating, but the meat you ordered tastes terrible. (**WHY?**) Also, the wine doesn't taste like any wine you've ever tasted.

Do you:

- leave the food and go up to your room (**Card 9**)
- complain to the waiter (**Card 10**)

## Card 4

You drive a bit further, but come to a sign in the middle of the road that says *Road closed - extreme danger!* (**WHY?**)

Do you:

- go back to the junction and turn right (**Card 3**)
- go back to the hotel and try to bribe the receptionist to give you a room (**Card 5**)

## Card 9

You are now back in your room. You get undressed and try to go to sleep. However, in the next room you hear a woman scream, then a loud noise. (**WHAT'S HAPPENED?**)

Do you:

- go and see what's going on next door (**Card 11**)
- get back in your car and drive away (**Card 7**)

## Card 5

The receptionist takes your bribe, and gives you the key to room 101. When you unlock the door, you see that the room is full of boxes of cigarettes - thousands of them! (**WHY?**) You go back to the receptionist to complain, but he pulls out a gun and tells you to get out.

Do you:

- go back to the junction and turn right (**Card 3**)
- get back in the car and continue along the road (**Card 4**)

## Card 10

You make a complaint, and are taken to see the chef. In the kitchen you notice a human finger on the floor. There's also a bag of toes under the table! (**WHAT'S BEEN HAPPENING?**) You run out of the building, chased by the chef waving a large knife! You get in your car and drive away.

Do you:

- go back to the junction and turn left (**Card 2**)
- continue driving along the road you're on (**Card 7**)

**Card 11**

You go into the room next door and see a woman lying on the bed. She isn't moving. There's a man standing next to her wearing a tall white hat. (**WHO IS HE? WHAT'S HAPPENED?**) You turn and run out of the building, chased by the man. You get in your car just in time. Do you:

- go back to the junction and turn left (**Card 2**)
- continue driving along the road you're on (**Card 7**)

**Card 16**

Sally pulls out a gun and tells you to get in your car – now! This time you don't argue! You drive for half an hour, then she tells you to stop. She gives you a thousand dollars, then runs off. (**WHERE DID SHE GET THE MONEY FROM?**) By now you're extremely tired. Do you:

- go back to the motel (**Card 18**)
- continue driving (**Card 13**)
- go to sleep in the car (**Card 19**)

**Card 12**

You go into the room, light the candles and look around. The room seems very clean and comfortable. You are just about to go to bed when a woman starts banging loudly on your door and asking you to help her. (**WHY?**) Do you:

- open the door (**Card 14**)
- pretend you can't hear her and hope she goes away (**Card 15**)

**Card 17**

You get in the car and drive off, with Sally in the back seat. You continue driving for half an hour, then she tells you to stop the car. She gives you a thousand dollars, then runs off. (**WHERE DID SHE GET THE MONEY FROM?**) By now you're extremely tired. Do you:

- go back to the motel (**Card 18**)
- continue driving (**Card 13**)
- go to sleep in the car (**Card 19**)

**Card 13**

You continue driving, and see an old man sitting at the side of the road. You get out of the car to ask if he knows a hotel nearby. His clothes are torn and his head is bleeding. He looks very frightened. (**WHY?**) Do you:

- try and help him (**Card 20**)
- get back in the car and leave (**Card 22**)

**Card 18**

You go back to the motel, but the door to your room is locked from the inside. (**WHY?**) You can't find the man in the army uniform anywhere. (**WHERE HAS HE GONE?**) Do you:

- continue driving (**Card 13**)
- go to sleep in the car (**Card 19**)

**Card 14**

You open the door and let her in. She tells you her name is Sally, and her boyfriend is looking for her. If he finds her he's going to kill her! (**WHY?**) She wants you to drive her away from the motel immediately. Do you:

- tell her to go away (**Card 16**)
- help her by driving her away from the motel (**Card 17**)

**Card 19**

You go to sleep in the car, but then a loud noise and a bright light wake you up. When the light disappears there is an old man standing in front of your car, looking confused and frightened. (**WHAT'S HAPPENED TO HIM?**) He knocks on your window. Do you:

- try to help him (**Card 20**)
- drive off immediately (**Card 13**)

**Card 15**

She kicks down your door and comes in anyway! She tells you her name is Sally, and her boyfriend is looking for her. If he finds her he's going to kill her! (**WHY?**) She wants you to drive her away from the motel immediately! Do you:

- tell her to go away (**Card 16**)
- help her by driving her away from the motel (**Card 17**)

**Card 20**

The old man says he's been on an alien spaceship for three days. (**WHAT DO YOU THINK?**) He also says he lives in the next town, and if you give him a lift you can stay the night in his house. Do you:

- give him a lift (**Card 21**)
- leave him there and drive off (**Card 22**)

**Card 21**

You drive off with the man in the back seat. He says he used to work for the government, but he can't tell you what he did. (**WHY NOT?**) When you get to the next town he invites you to stay in his house. He says there are no hotels in the town.

Do you:

- accept his offer and stay with him (**Card 23**)
- look around the town yourself (**Card 24**)

**Card 26**

You go into your room – It's beautiful! You are just about to go to bed when you open a cupboard to get an extra pillow. Inside is a man – and he's dead! (**WHEN DID HE DIE?**)

Do you:

- close the cupboard and go to sleep (**Card 28**)
- leave the hotel quietly and get back in your car (**Card 27**)

**Card 22**

Before you can leave he collapses, so you carry him to your car. He says he used to work for the government, but he can't tell you what he did. (**WHY NOT?**) When you arrive at the town he invites you to stay in his house. He says there are no hotels in the town.

Do you:

- accept his offer and stay with him (**Card 23**)
- look around the town yourself (**Card 24**)

**Card 27**

You drive out of the town and see an old man hitch-hiking at the side of the road. He looks very dirty and untidy, and is standing next to two large suitcases. (**HOW LONG HAS HE BEEN TRAVELLING?**)

Do you:

- give him a lift (**Card 29**)
- keep driving (**Card 30**)

**Card 23**

You drive up to his house, and you have to climb in through the window. (**WHY?**) You're extremely tired, so he shows you to your bedroom. You get lost and open the wrong door. The room is full of guns and other weapons! (**WHY?**)

Do you:

- drive away from the house immediately (**Card 24**)
- go back to your room and go to sleep (**Card 25**)

**Card 28**

In the middle of the night the police arrive and search the room. They find the body and arrest you for suspicion of murder! You are taken to the police station and spend two nights in the cells before you can prove your innocence. You have reached the end of the maze.

Now go back through the cards and discuss with your partner(s) the decisions you made.

**Card 24**

You drive round the town and discover that there is a hotel. The receptionist is wearing a Mickey Mouse costume! (**WHY?**) The hotel looks very luxurious, but the rooms only cost £70.

Do you:

- stay in the hotel (**Card 26**)
- continue driving (**Card 27**)

**Card 29**

You give the old man a lift to his house – and it's the biggest house you've ever seen! The old man tells you he's a millionaire, and because you've been so kind to him he invites you in. You spend the rest of the holiday as his guest, and have the time of your life! You have reached the end of the maze.

Now go back through the cards and discuss with your partner(s) the decisions you made.

**Card 25**

While you are asleep the army surround the house. You are arrested for terrorism – the man used to work for the FBI, but is now fighting against the American government. You spend the next three weeks in prison trying to convince everyone that you're innocent! You have reached the end of the maze.

**Card 30**

Twenty minutes later you run out of petrol! You are a long way from the nearest town, and it's 3 a.m. You decide to go to sleep in the car, and have a very cold and uncomfortable night. In the morning you have to walk for three hours to find some petrol! You have reached the end of the maze.

Now go back through the cards and discuss with your partner(s) the decisions you made.

## 9B What's wrong with it?

Language for complaining

### Student A

Read the following four situations carefully. In the Restaurant and the Department store, you have a problem you want your partner to solve. In the Clothes shop and the Repair company, you must respond to what your partner says.

#### 1 Restaurant

You and your father are in a very expensive restaurant, *The Ratz*, to celebrate your birthday. Your food has just arrived (you ordered the steak, your father ordered the fish) but neither of you are happy with it. Decide what's wrong with the food (yours and your father's), and what you want the waiter to do about it.

#### 2 Clothes shop

You are a shop assistant at *Last*, a fashionable clothes shop. If a customer wants to bring back an item of clothing, he / she must have a receipt, and the customer must have a good reason to return it. You can give customers a refund, or exchange the item for something else in the shop if the item was bought less than a month ago.

#### 3 Department store

You bought a set of china tea cups yesterday from the famous department store, *Herods*, as a Christmas present for your mother. When you got home you found there was a problem with them (you decide what the problem was). You are now going back to *Herods* to complain (you still have the receipt). Decide what you want the store to do about it.

#### 4 Repair company

You are a secretary for a washing machine repair company, *Fixit and Runn*. You work in the office, and know nothing about how washing machines work. At the moment all the service engineers (the people who repair washing machines) are out. If anyone phones, you must write down their personal details and find out what the problem is with their machine. The earliest available appointment is next week.

### Student B

Read the following four situations carefully. In the Clothes shop and the Repair company, you have a problem you want your partner to solve. In the Restaurant and the Department store, you must respond to what your partner says.

#### 1 Restaurant

You are a waiter in an expensive restaurant, *The Ratz*. You have just taken two main courses to one of the tables (they ordered the steak and the fish). You are always very polite – this is a very expensive restaurant! – and will do anything to help the customers enjoy their meal. However, your chef has just told you there is no more fish.

#### 2 Clothes shop

You bought a pair of smart trousers two months ago from *Last*, a fashionable clothes shop. You've only worn them twice (for job interviews). However, you have just noticed there is something wrong with them. Decide what the problem is, and what you want the shop to do about it. You still have the receipt.

#### 3 Department store

You are the manager of the china department in the famous department store, *Herods*. You personally check every item when it is sold to make sure it's in perfect condition, so you get very few customers complaining. (Usually when they do it's because they've broken it themselves!) When you deal with customers, you never get angry!

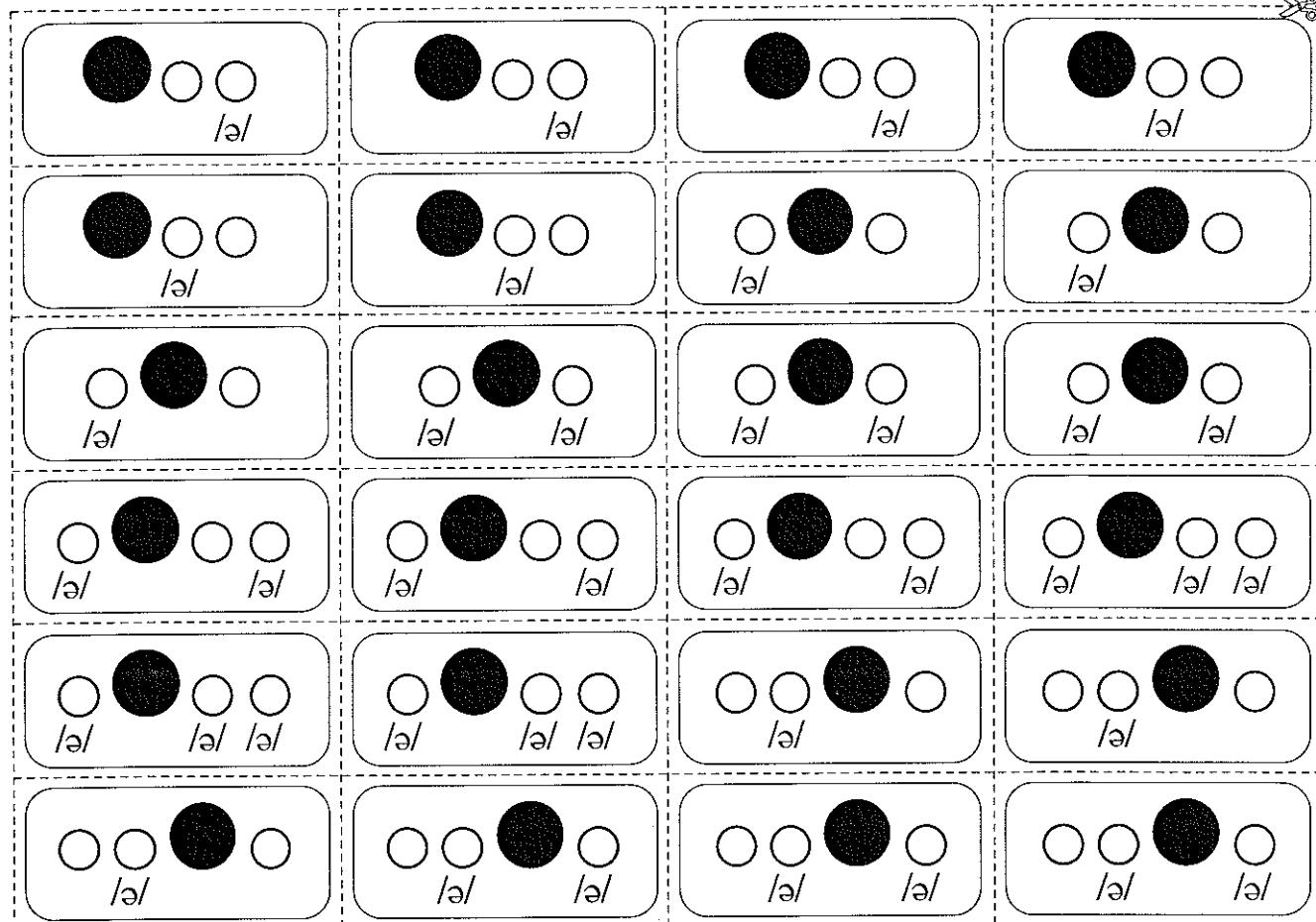
#### 4 Repair company

Last week you had a problem with your washing machine (you decide what the problem was), so you called a repair company, *Fixit and Runn*. Someone came to repair yesterday, and the bill was £70. Now your washing machine is worse than ever! (you decide what else is wrong with it, and what you want the company to do) You're going to telephone the company to complain.

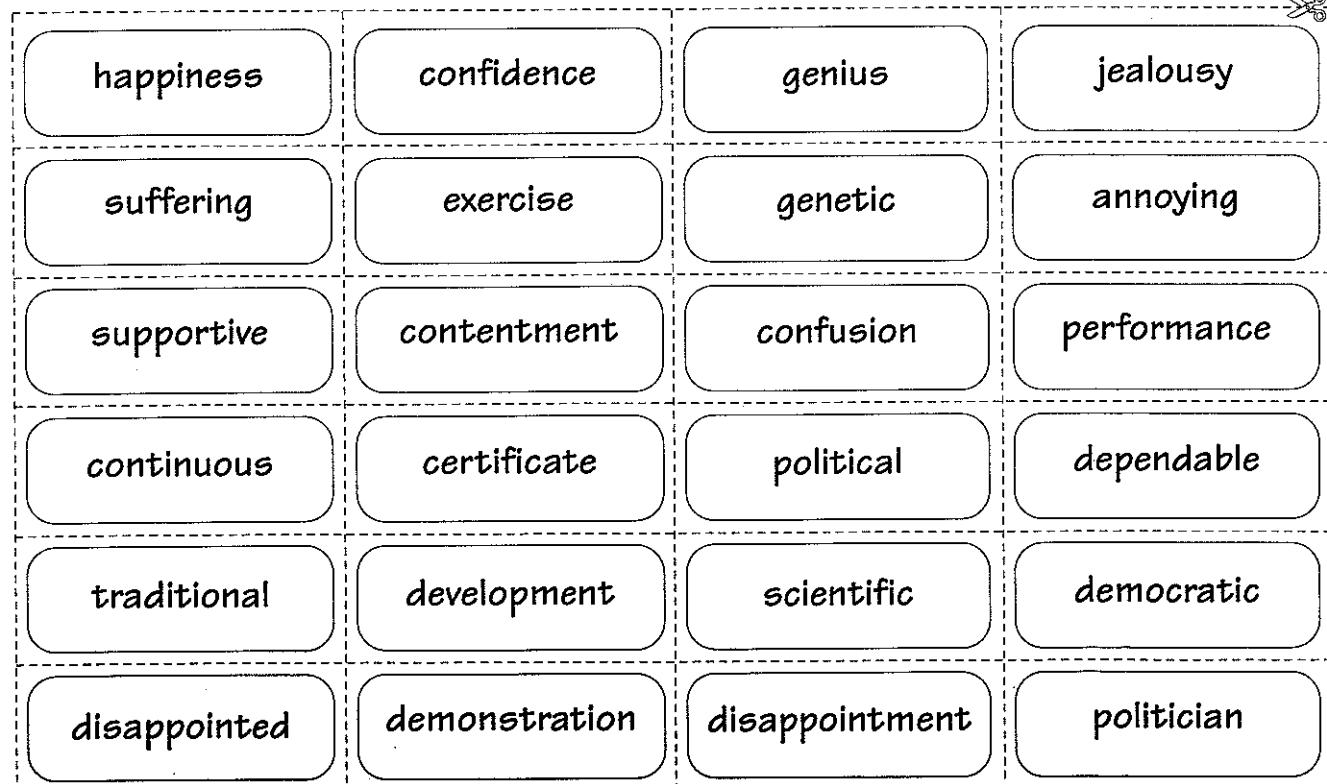
## 9C How many schwas?

Schwas in three- and four-syllable words

Schwa cards



Word cards



## 10A Co-operation and competition

## Vocabulary extension (word families and dependent prepositions)

1a Find a **verb** in text 1 that means *to take part in a sporting event*.  
Write it here ..... and mark the stress.

b Complete the **word family** and mark the stress.

Noun: .....  
Person: .....  
Adjective: .....

2a Find a **noun** in text 1 for a company that gives money to a sporting event in exchange for advertising. Write it here ..... and mark the stress.

b Complete the **word family** and mark the stress.

Verb: .....  
Adjective: .....  
Uncountable noun: .....

3a Find a **noun** in text 2 that means *something that improves people's lives*.  
Write it here ..... and mark the stress.

b What's the **verb**?  
Write it here ..... and mark the stress.  
Which **preposition** is it often followed by?  
.....

c What's the **adjective**?  
Write it here ..... and mark the stress.

4 Find the **nouns** in texts 1 and 2 which are collocations of the following:

- a *a sporting* .....
- b *to bend the* .....
- c *to get to know other* .....
- d *a way of* .....
- e *to broaden the* .....

5 Find the **prepositions** missing in these expressions from texts 1 and 2.

- a *there's no getting away ..... the fact that ...*
- b *to win ..... all costs*
- c *to be ..... pressure*
- d *to be different ..... something*
- e *to see ..... yourself*

6a Find a **verb** in text 3 that means *to express your thoughts and feelings clearly*.  
Write it here ..... and mark the stress.

b Complete the **word family** and mark the stress.

Noun: .....  
Adjective: .....

7a Find a **verb** in text 3 which means *to damage something so badly that it cannot be repaired or does not exist any more.*  
Write it here ..... and mark the stress.

b Complete the **word family** and mark the stress.  
Noun: .....  
Adjective: .....

8a Find an **adjective** in text 4 which means *related to one country*.  
Write it here ..... and mark the stress.

b Which one of these is **not** a collocation of this adjective?

- *dish*
- *dress*
- *country*
- *monument*

c What's the **adjective** to describe someone who thinks their country is better than all the others? Write it here ..... and mark the stress.

9 Find the **nouns** in texts 3 and 4 which are collocations of the following:

- a *a global* .....
- b *a mobile* .....
- c *to make* .....
- d *petty* .....
- e *local* .....

10 Find the **prepositions** missing in these expressions from texts 3 and 4.

- a *to bring people* .....
- b *to be* ..... *danger* ..... *doing*  
*something*
- c *to talk* ..... *the phone*
- d *to have (more) time* ..... *someone*
- e *It's only a matter* ..... *time* .....  
*something happens*

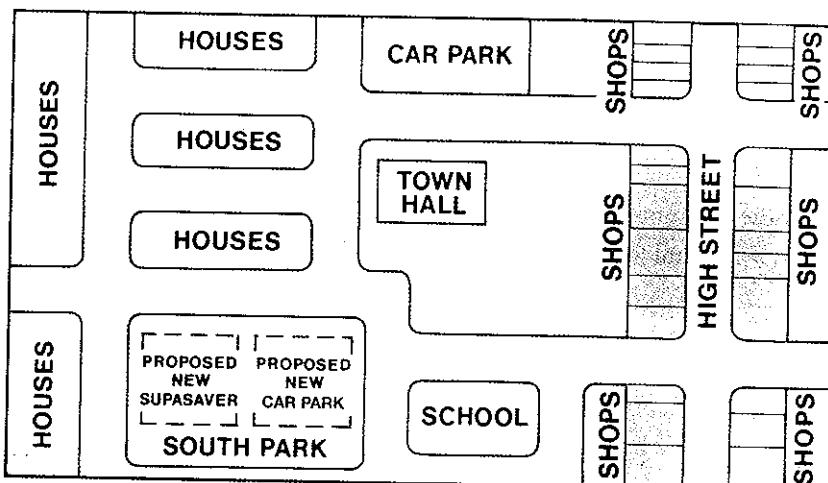
## 10B The Supasaver debate

Ways of expressing the future

### Supasaver development to be debated today

The future of Shelbyville's proposed new supermarket will be decided today during a meeting at the Town Hall. The plan to build a Supasaver in South Park has caused a great deal of discussion since it was announced two months ago. Supporters of the project claim that it will lead to more jobs and greater choice, while opponents say that South Park is important to the town, and that a supermarket will be bad for other businesses in the area.

The meeting will be chaired by the head of the Town Planning Committee, and representatives from both sides of the local community will also be attending. With supporters and opponents of the plan both feeling confident of victory, there is sure to be a lively debate in the Town Hall this afternoon.



#### Jack / Janet Charlton

**You are the chairperson of the town planning committee.** Your job is to control the meeting and organise a vote at the end. Everyone at the meeting is allowed to vote, including you. You are not sure how to vote at the moment. Before the debate begins, decide what the advantages and disadvantages might be:

- put other shops out of business (what kind of shops?)
- the local school (what effect would the supermarket have?)
- South Park is the only park in the town, and is popular with local residents (why?)
- attract people (and lots of traffic) from nearby towns (benefits? problems?)
- the effect on jobs?
- the effect on local residents (during the day? at night?)
- supermarket will pay taxes (what could they be spent on?)
- any other advantages and disadvantages you can think of

Allow everyone to introduce themselves briefly. **Make sure everyone takes turns in speaking.**

#### Ray / Jane Wilson

**You are head of the local council.** Unemployment is high in Shelbyville, and you have been trying to attract investment from outside the town for years. You are therefore in favour of the plan for the following reasons:

- more jobs (what kind?)
- attract people from nearby towns (benefit to Shelbyville?)
- convenient (who for?)
- Supasaver will pay local taxes (what could you spend the money on?)
- any other benefits you can think of

These are some arguments against the plan. Think how you can argue against them:

- near the school
- increased traffic and pollution
- South Park is the only park in the town and is popular with local residents
- other businesses in the town will suffer

### Gordon / Susan Banks

**You are head of the Shelbyville Business Association.** which represents 140 small businesses in the town. You own a bakery in the High Street, which might have to close if the supermarket is built. You are against the new supermarket for the following reasons:

- many shops will go out of business (what kind of shops?)
- create unemployment (how many people will lose their jobs?)
- destroy the local community (why?)
- local farmers will suffer (why?)
- extra traffic (what problems will it cause?)
- any other problems you can think of

These are some arguments in favour of the plan. Think how you can argue against them.

- create jobs
- more choice for customers
- attract people from neighbouring towns
- more convenient for local residents

### Bobby / Sally Moore

**You are a local politician.** You are not sure how to vote at the moment; you will decide at the end of the debate. Before the debate begins, decide what the advantages and disadvantages might be:

- put other shops out of business (what kind of shops?)
- the local school (what effect would the supermarket have?)
- South Park is the only park in the town, and is popular with local residents (why?)
- attract people (and lots of traffic) from nearby towns (benefits? problems?)
- effect on jobs in the short term? And in the long term?
- effect on local residents (during the day? at night?)
- supermarket will pay taxes (what could they be spent on?)
- any other advantages and disadvantages you can think of

### Martin / Molly Peters

**You are head of the local primary school.** Your school has 300 children between the ages of five and eleven. You are against the new supermarket for the following reasons:

- too close to your school (why is this a problem?)
- the children do sports in South Park – it's the only green space in the town
- increased traffic - lorries and cars (what problems will this cause?)
- dangerous for children during construction (why?)
- the town would lose a beautiful park (what effect would this have?)
- any other problems you can think of

These are some arguments in favour of the plan. Think how you can argue against them.

- good for local economy
- better quality, cheaper food
- create jobs
- more convenient for local residents

### Geoff / Rita Hurst

**You are head of the Supasaver Corporation.** You feel that a Supasaver store in Shelbyville would be extremely profitable for your company, and for you personally. These are some points in favour of the plan:

- cheaper prices, better products, more choice (of what?)
- more jobs (what kind?)
- attract people from neighbouring towns (benefit to town?)
- pay local taxes (benefit to town?)
- any other benefits you can think of

These are some arguments against the plan. Think how you can argue against them.

- more traffic and pollution
- effect on jobs in other shops and businesses
- South Park is popular with local residents
- very near a school

## 10C How about ten thirty?

Future Continuous and Future Perfect

## Role card A

You are the secretary for Kenny McCormick, the famous tennis player. He is away today, but he said that if anyone from *Ego Publishing* called, you should try to make an appointment with him / her - he is trying to get someone to publish his autobiography.

Below is his diary for the next three days. It is not possible to cancel any of his appointments, and you cannot make an appointment before 8 a.m. If he is not available at any time, say why.

## Tuesday 26th November

8.00 - 9.00 - run  
9.00 - 11.00 - practice  
11.00 - 12.00 - have massage  
12.45 - 1.30 - lunch with shoe sponsors  
2.30 - 3.15 - have meeting (accountant)  
4.00 - 5.30 - practice match  
6.30 - 7.45 - appear on TV quiz programme  
7.45 - 10.00 - attend tennis club dinner

## Wednesday 27th November

8.00 - 9.00 - run  
9.00 - 11.00 - training in gym  
12.00 - 1.00 - dentist  
2.00 - 4.00 - make advertisement (Noke shoes)  
4.45 - 5.45 - meeting: computer games manufacturer  
6.30 - 8.00 - record interview (BBC)  
8.00 - 10.00 - dinner with clothes sponsor

## Thursday 28th November

8.00 - 9.00 - run  
10.00 - 11.30 - have photo taken for new advertising campaign  
12.30 - 1.30 - lunch with journalist  
2.00 - 3.00 - training  
3.30 - 4.00 - have massage  
4.45 - 6.00 - travel to airport  
7.00 - 9.00 - fly to Paris

## Useful language

"I'm sorry, he'll be (verb + ing) ... then."

"I'm afraid he'll be in a meeting with ... then."

"He'll have finished / left by ..."

"He won't have finished / left ... by then."

"Are you free at ...?"

## Role card B

You work for *Ego Publishing*. Last week Kenny McCormick, the famous tennis player, sent you his autobiography, which he wants you to publish. You are very interested, and are now going to phone his office to make an appointment. You need at least **half an hour** with him.

Below is **your** diary for the next three days. It is not possible to cancel any appointments, or to arrive late. If you're not available at any time, say why. You want to make an appointment **as soon as possible**.

## Tuesday 26th November

9.00 - 9.30 - doctor  
10.15 - 11.30 - meeting with advertising manager  
11.30 - 12.45 - visit Dylan's bookshop  
1.30 - 3.00 - interview applicants for new secretarial job  
3.00 - 4.00 - meeting - printers  
5.30 - 7.00 - attend book launch, National Gallery

## Thursday 28th November

9.00 - 10.30 - meeting with marketing  
11.00 - 12.00 - record interview for 'The Book Programme'  
12.30 - 1.00 - travel to Publishers' Conference  
1.15 - 1.45 - give talk at Conference  
2.30 - 3.00 - lunch (John)  
4.00 - 5.00 - interview new secretary  
5.30 - 6.30 - attend meeting on time management

## Useful language

"Is Mr McCormick free at ...?"

"What will he be doing at ...?"

"Will he have finished by ...?"

"I'm sorry, I'll be (verb + ing) then."

"I'm afraid I'll be in a meeting."

"I won't have finished / left ... by then."

## 11A I wish he wouldn't do that!

Wishes in the past and present

### Role card A

Your name is Derek / Doris, and you're sitting in **a doctor's waiting room**. You are fifty years old and married, and there are lots of things in your life you're not happy about! Start a conversation with the person next to you, and ask them questions about their life. During the conversation, tell them about the problems and regrets below. Try to convince your partner that your problems are **worse** than his / hers.

#### Health

- You have terrible asthma.
- You are allergic to cats.
- You ate some fish yesterday and were sick all night.

#### House / Job

- You live in a small flat near a busy motorway.
- You would like a bigger flat, but you can't afford to move.
- You have a boring part-time job at a supermarket checkout.

#### Family

- Your husband / wife is too lazy to look for a job.
- Your three grown-up sons still live with you – you have no space for yourself.
- Your brother never phones you.

#### Holidays

- You went to the seaside on holiday last year, and it rained all the time.
- You're going back there again this year because your husband / wife wants to.
- You would like to go to Australia, but you can't afford it.



#### Neighbours

- The baby in the flat upstairs cries all the time.
- The people in the flat below always shout at each other.
- Their cat keeps coming into your flat.

### Role card B

Your name is Albert / Alice, and you're sitting in **a doctor's waiting room**. You are fifty years old and married, and there are lots of things in your life you're not happy about. Start a conversation with the person next to you, and ask them questions about their life. During the conversation, tell them about your problems and regrets below. Try to convince your partner that your problems are **worse** than his / hers.

#### Health

- You have very bad headaches.
- You can't get to sleep at night.
- You picked up a television yesterday and hurt your back.

#### House / Job

- You live in a big house very close to a chemical factory.
- You run your own business, so you don't have any spare time.
- You want to live in the country, but your husband / wife doesn't want to move house.

#### Family

- Your husband / wife has to work every weekend.
- Your daughter lives abroad – you haven't seen her for years.
- Your sister phones you every night – it drives you crazy!

#### Holidays

- You went to India on holiday last year, and were extremely ill.
- You can't go on holiday this year, because you haven't got the time.
- You want your daughter to come and visit you, but she is terrified of flying.



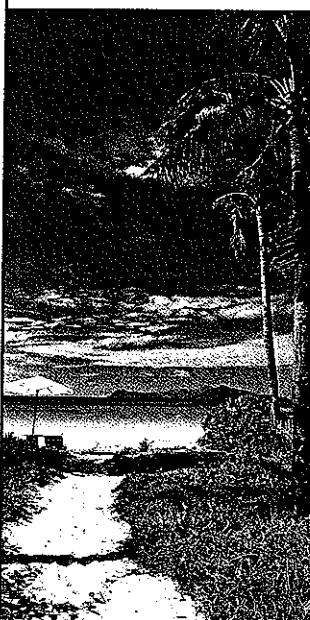
#### Neighbours

- Your neighbour's dog barks all night.
- Your other neighbour throws his rubbish into your garden.
- He also plays very loud music every evening.

## 11B A nightmare holiday

Third conditional and *should have***Swamkattar**

— for the holiday of a lifetime!

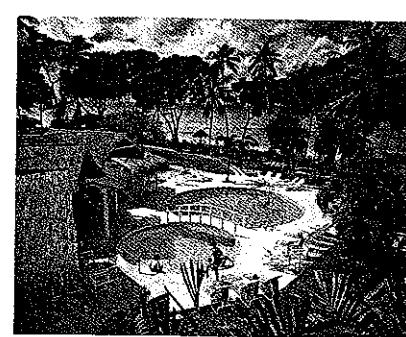


Two wonderful weeks on this island of paradise for only **\$395** per person! (flight included)



Stay in the beautiful **Palace Hotel**, which offers you:

- luxurious rooms with en-suite bathrooms
- breathtaking views of the surrounding scenery
- private swimming pools
- wonderful food, including local specialities
- three lively bars open all night
- two beautiful beaches close to the hotel



And our **all-in-one** price includes:

- bus from the airport to the hotel
- excursions to local beauty spots
- a local guide who is fluent in English
- horse riding in the mountains

So why not come to sunny **Swamkattar** – for a holiday you'll never forget!

**Tourist role card**

You've just come back from Swamkattar, and it was the worst holiday of your life! You are now going to complain to the travel agent who sold you the holiday. Try to get at least some of your money back! Here are some things that went wrong with your holiday:

- You had to share your room (and bathroom) with another family.
- All you could see from your window was a nuclear power station.
- The swimming pools were half empty.
- The food was disgusting, and sometimes there were insects in it! You had to eat in the restaurant next door, and spent over \$200 there.
- None of the bars served alcohol.
- The beaches near the hotel were covered in oil.
- There was no bus to meet you at the airport. You had to take a taxi, which cost \$50.
- You only went on one excursion – to the nuclear power station!
- The guide was eighty-six years old – and deaf!
- There were no horses, only one very old donkey (which died).

**Useful language**

“If I’d known ...,”

“If someone had told me ...,”

“If you’d ...,”

“If there had been ...,”

“You ...,”

“The manager ...,”

“Someone ...,”

I would(n’t) have ...”

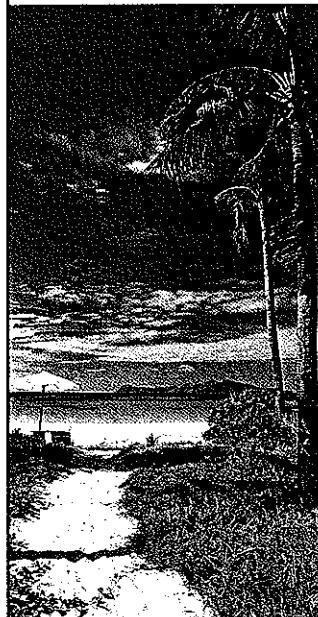
I could have ...”

I might(n’t) have ...”

should(n’t) have ...”

# Swamkattar

— for the holiday of a lifetime!



Two wonderful weeks on this island of paradise for only **\$395** per person! (flight included)

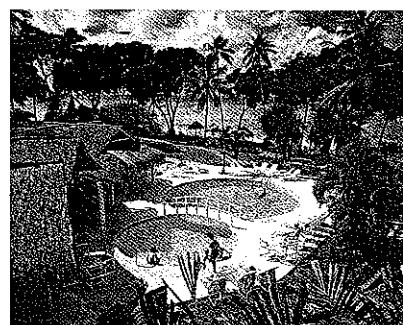
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- two beautiful beaches close to the hotel



And our **all-in-one** price includes:

- bus from the airport to the hotel
- excursions to local beauty spots
- a local guide who is fluent in English
- horse riding in the mountains



*So why not come to sunny **Swamkattar** — for a holiday you'll never forget!*

## Travel agent role card

You sell cheap holidays to Swamkattar, but you've heard from the manager of the Palace Hotel that there have been a lot of problems on the island. You are going to talk to someone who's just returned from their holiday. Explain why things went wrong with his / her holiday. You are allowed to give him / her **some** money back, but **not all** of it.

Here are some problems the hotel manager told you about:

- On Swamkattar it is the local custom for guests to share rooms.
- Only the windows on the **left** side of the hotel have good views.
- It hasn't rained for six months, so there is a water shortage on the island.
- The chef died (of food poisoning!) so his brother did the cooking. Fried insects are a local speciality.
- There has recently been an election on Swamkattar. The new government has banned alcohol.
- Two weeks ago an oil tanker crashed near the hotel.
- There are two exits to the airport. The bus usually waits outside the **back** exit.
- Your most popular excursion is to the nuclear power station. All other excursions started at 5 a.m.
- The guide had a car accident recently, so his father took his place.
- The military police took all your horses.

## Useful language

|                            |                                 |
|----------------------------|---------------------------------|
| "If you'd ...,"            | you would(n't) have ..."        |
| "If ... hadn't ...,"       | you could have ..."             |
| "If that hadn't happened," | there would(n't) have been ..." |
| "You                       | you might have ..."             |
| "The manager               |                                 |
| "Someone                   | should(n't) have ..."           |

## 11C To have and have not

Expressions with *have*

Find someone who ...

Name(s)

... has the radio on when they're getting up in the morning

... has had something valuable stolen

... has had an operation

... has had a jacket or suit cleaned in the last three months

... knows someone who's had their car broken into

... has had his / her hair cut in the last month

... has had flu or a sore throat in the last three months

... has the window open when they're sleeping

... often has backache

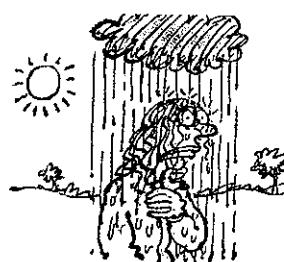
... would like to have a go at hang-gliding or parachuting

... knows someone who's had their house burgled

... thinks astrology has a strong influence on our lives

... thinks the weather has a big effect on his / her mood

... would like to have the chance to become an actor

... is having trouble with something they've bought  
(e.g. mobile phone, contact lenses, computer, video etc.)

## 12A Reporting a crime

### Reporting verbs

#### Role card 1

You think the best thing to do is to tell the police everything that happened – that way you'll get a shorter prison sentence. Try to persuade everyone else to do the same.

“I really think you should ...”

#### Role card 2

You think it was everybody else's fault you were caught (but not yours, of course!). Go round the police cell and tell everyone this.

“It's your fault that ...”

#### Role card 3

You don't think anyone should say anything to the police. In fact, you will kill anyone who does!

“If you ..., I'll ...”

#### Role card 4

You think it would be a good idea to start digging a tunnel so you can all escape. Suggest this idea to everyone.

“Why don't we ...?”

#### Role card 5

You think the police might be listening to everything you are saying. Warn everyone not to say anything about what happened.

“Don't ..., because ...”

#### Role card 6

You are absolutely certain everything is going to be all right, and you'll all be home soon. Tell everyone else there is nothing to worry about.

“Don't worry, ...”

#### Role card 7

Your friends think **you** told the police about the robbery! Tell your friends that this isn't true.

“I know what you think, but I didn't ...”

#### Role card 8

You're very rich – because of your last bank robbery! – and you want to pay for a top lawyer for everyone.

“I'll ..., if you want.”

#### Role card 9

You've decided to tell the police everything they want to know. Tell your friends about your decision.

“I've made a decision. I'm going to ...”

#### Role card 10

You are the leader of the group. Order them all to sit down and shut up!

“I'm the boss here, so ...!”

#### Role card 11

You weren't involved in the robbery – you were just walking past the bank when the police arrived! Tell everyone this, and insist that they believe you.

“You probably don't know who I am, because ...”

#### Role card 12

You know that someone hid the money before the police arrived. You're not sure who it was, so you're going to congratulate everyone!

“Well done! You ...”

## 12B The marriage from hell

Reporting verbs; reporting questions and statements

**Hollywood marriage to end in divorce?**

The dream marriage between the fifty-five-year-old film director, Jim Small, and this year's brightest star, Catherine Hunt, is quickly turning into a nightmare! Small has told Catherine, twenty-six, never to return to their two-million-dollar home in Beverly Hills. Apparently the couple are already talking to their lawyers about a possible divorce.

Two days ago Small, who earlier this year cast his wife in the leading role in his new film, *My Life Story*, shocked Hollywood by stopping all work on the movie. He is refusing to continue unless his wife is replaced by 'someone who knows how to act' – although other people have suggested that there are financial problems with the film.

There are also rumours that Catherine's co-star Peter Rickman, who was recently voted 'the sexiest man on screen' by our readers, has also been ordered to leave the film. Is this anything to do with photographs of Catherine and Peter leaving the exclusive new *Fresh Earth Restaurant* on Sunset Boulevard together?



Rising young star Natasha O'Brien, twenty-two, is being lined up to replace Catherine when – and if – filming restarts, and many people are already asking about Jim Small's relationship with the beautiful young actress.

Watch out for our exclusive interviews with both Jim and Catherine in next week's issue of *Movie World*!

**Movie World reporter**

You are going to interview both Jim and Catherine. Look at the article again, and prepare at least twelve questions to ask them. Make sure you cover the following topics:

- why filming was stopped on *My Life Story*
- financial problems with the film
- Catherine's relationship with Peter Rickman
- Peter Rickman's future on the film
- Jim's relationship with Natasha O'Brien
- why Catherine left the house
- where Catherine is living now
- their marriage
- divorce
- any messages they have for each other
- any other questions you have

During the interview, make brief notes of your answers. You will need them later.



### Jim Small

You are going to be interviewed by a journalist from *Movie World*. Here are some of the main points you want to make during the interview:

- The reasons Catherine left the film. (**What are they?**)
- There are no financial problems with the film. *My Life Story* will definitely be made.
- Your wife's having an affair with Peter Rickman – you're certain of this. (**Why?**)
- You didn't tell Peter to leave the film, he chose to leave. (**Why?**)
- Natasha O'Brien is a wonderful actress – perfect for the film. (**Why?**)
- Natasha is a friend of yours, nothing more.
- Your wife said she would kill Natasha if she took her place on the film.
- Catherine decided to move out of your house. (**Where is she living now?**) You asked her to stay and talk about the situation, but she refused.
- The marriage has been a disaster ever since the honeymoon and it's all your wife's fault. (**Why?**)
- You want to get a divorce. Your lawyers said that it would be dangerous to say anything about it before you go to court. (**Why?**) You won't give her any of your money!



Now think of a final message for your wife: .....

### Catherine Hunt

You are going to be interviewed by a journalist from *Movie World*. Here are some of the main points you want to make during the interview:

- You're not having an affair with Peter Rickman – you're just good friends.
- Filming on *My Life Story* was stopped because your husband was jealous of your friendship with Peter. (**Why?**)
- You've heard that there is no money left to make the film. (**Who told you?**)
- Your husband is having an affair with Natasha – you're absolutely certain of this. (**Why?**)
- Your husband ordered you to leave the house. (**Why?**) He said he would kill you if you didn't.
- You went back two days later to collect your clothes, but he wouldn't answer the door. (**Why not?**) You'll report him to the police if he doesn't let you have your clothes soon.
- You're now living with your mother!
- The marriage has been a disaster ever since the honeymoon and it's all your husband's fault. (**Why?**)
- You want to get a divorce. You are going to insist that you get half of his money. (**Why?**) You'll meet your husband at any time to talk about it.



Now think of a final message for your husband: .....

## 12c Preposition race

Revision of prepositions

|   |  |       |    |   |
|---|--|-------|----|---|
| A | I've been trying to <b>get in touch</b>          | with  | 12 | Sam for days, but he's never at home.       |
| B | I used to <b>suffer</b>                          | from  | 5  | stress until I started doing yoga.          |
| C | I really don't want to <b>be late</b>            | for   | 19 | my doctor's appointment.                    |
| D | I'm not really <b>sure</b>                       | about | 13 | the answer to question two.                 |
| E | I think you should <b>forget</b>                 | about | 24 | work for a while and relax.                 |
| F | The teachers find it difficult to <b>cope</b>    | with  | 6  | such a large class.                         |
| G | His new film <b>is set</b>                       | in    | 22 | Europe in the nineteenth century.           |
| H | All new pupils have to <b>stick</b>              | to    | 14 | the school rules.                           |
| I | The chief accountant <b>deals</b>                | with  | 20 | all the financial problems of the company.  |
| J | Mark walked into the room <b>dressed</b>         | in    | 7  | a gold football shirt and black shorts.     |
| K | Sir Edmund Hillary is <b>famous</b>              | for   | 18 | being the first man to climb Mount Everest. |
| L | The members of parliament voted <b>in favour</b> | of    | 3  | increasing taxes on cigarettes.             |

M

The head of the police force  
has been **accused**

of

11

taking bribes from politicians.

N

A lot of people **worry**

about

16

what life will be like when  
they're old.

O

Three of the students **confessed**

to

4

cheating in the exam.

P

Nowadays almost everyone **is aware**

of

17

the dangers of smoking.

Q

Last month I **applied**

for

10

twelve jobs, but I didn't get  
any of them.

R

The football supporters who started  
the trouble were **removed**

from

8

the stadium by the police.

S

Tom and Emma decided **to get rid**

of

15

their old sofa and buy a new one.

T

*Game Over!* is a new TV  
programme **aimed**

at

1

teenagers interested in  
computer games.

U

It's easy to get **addicted**

to

21

hard drugs like heroin and  
cocaine.

V

After the match the manager  
**blamed** his goalkeeper

for

23

letting in the winning goal.

W

I phoned Jack and Sally to  
**congratulate** them

on

2

their engagement.

X

I'd like to **change** 500 American dollars

into

9

Italian lire, please.

# Test one

TIME: 45 MINUTES

## modules 1–4

### A Tense review

Complete the gaps in the following sentences with a suitable form of the verb in brackets.

- 1 Nadia is one of my best friends; we ..... (*know*) each other since we ..... (*be*) at primary school.
- 2 The roads were so empty, we ..... (*drive*) for several hours before we ..... (*see*) another car.
- 3 Fewer people ..... (*take*) foreign holidays nowadays; and until the economic situation ..... (*improve*), the travel industry will continue to suffer.
- 4 I ..... (*wake up*) suddenly: someone ..... (*knock*) loudly on my door.
- 5 Life might be easier if everyone in the world ..... (*speak*) the same language: but I doubt if it ..... (*ever / happen*).
- 6 It ..... (*not rain*) once since I ..... (*arrived*) here six weeks ago.

12

### B Word order

Arrange the words underlined so they are in the correct order.

- 1 My neighbour has invited me round to his house on Saturday. He's going show / his new computer / me / to.  
.....
- 2 Sorry, but I don't know coming back / is / James / when. Can I take a message?  
.....
- 3 It's strange how every time we go out we enough / have / money / never to take a taxi home!  
.....
- 4 Perhaps it's none of my business, but were / talking / to / who / you when I came in?  
.....
- 5 A lot of people don't trust Carlo, but I think he's a / man / pleasant / quite / young really.  
.....

6

### C Vocabulary: prefixes and suffixes

Use a prefix to make a word which fits the definition.

For example:

To understand something incorrectly (v) misunderstand

- 1 Not paid enough for the work you do (adj)  
.....paid
- 2 Food that is cooked before it is sold (adj)  
.....cooked
- 3 Against the government (adj)  
.....government
- 4 To write something again (v) .....write
- 5 Involving people or ideas from many different cultures (adj) .....cultural
- 6 A person studying at a university after finishing their first degree (n) .....graduate
- 7 A person who was your wife, but isn't any more (n)  
.....-wife
- 8 To sleep for longer than you wanted to (v)  
.....sleep

8

### D Verb forms

Circle the correct form of the verb in the following sentences.

- 1 Waiting ages for a bus makes me feel / feeling / to feel so frustrated!
- 2 As I went to bed, I could hear the people next door have / having / to have a row.
- 3 Okay, I'd better get back / getting back / to get back to work now.
- 4 Sorry disturb / disturbing / to disturb you.
- 5 You can receive your e-mail by click / clicking / to click on the 'Mail' icon on your computer screen.
- 6 Try not to worry / not worry / not worrying too much!
- 7 There's no point in revise / revising / to revise for your exams now: just get some rest!
- 8 You must be joking / joke / to joke!
- 9 Would you mind lend / lending / to lend me your umbrella?
- 10 I really hate being followed / following / to follow by a police car!

10

### E Pronunciation: word stress

Put the words below in the correct column of the table according to their word stress.

luxury involvement impression embarrassing  
operation dependable confident sensitive  
sympathetic ambition government disappointed  
aggressive ridiculous intelligence practical  
undervalued

| ● o o  | o ● o o | o ● o o o | o o ● o |
|--------|---------|-----------|---------|
| luxury |         |           |         |

8

### F Auxiliary verbs

Complete the gaps using a suitable form of the auxiliary verbs *will*, *do* or *have*.

- 1 A: I've heard you don't eat meat: is that right?  
B: Yes, I'm a vegetarian, but I ..... eat fish.
- 2 A: Linda's lost a lot of weight, ..... she?  
B: Yes, she looks a lot slimmer now.
- 3 Just hold this for me for a moment, ..... you?
- 4 A: You must be hungry after such a long drive. Did you stop for lunch?  
B: No, we ..... . We're absolutely starving!
- 5 Most people prefer summer to winter but I ..... : I'm really keen on skiing!
- 6 A: Did you know my sister's gone on holiday to the Himalayas?  
B: ..... she? That sounds quite an adventure!

6

### G Vocabulary

Complete the gaps in the following sentences with the correct word (*on*, *away*, *around* etc.).

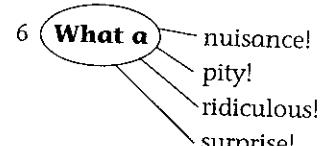
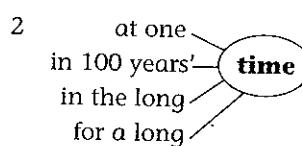
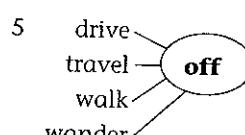
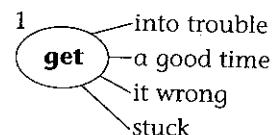
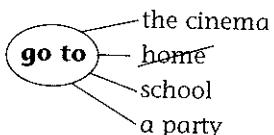
- 1 After driving ..... the motorway for an hour, we realised we were going in the wrong direction.
- 2 Stephanie looks so worried: she must have something ..... her mind.
- 3 E-mail can now be sent all ..... the world in just a few seconds.
- 4 Sorry we're late. We've been driving ..... for ages looking for a parking space!
- 5 It's been a lovely evening, but I think we'd better be ..... now.
- 6 Somehow Heidi manages to have a full-time job and cope ..... three children.
- 7 He can't make ..... his mind whether to go to the party or not.
- 8 Now stop shouting everybody, and try to calm ..... .
- 9 Benita walked ..... without saying goodbye. She was clearly very angry.
- 10 It took Thomas a long time to accept that his love affair with Alice was ..... .

10

### H Vocabulary: collocations

Cross out the word or phrase which is incorrect.

For example:



3 it's all ..... and over again

over ..... than a year

pull ..... than a year

7 change your .....  
make up your .....  
get someone's .....  
speak your .....  
**mind**

4 ..... someone embarrassed  
make ..... someone happy  
make ..... someone a favour  
make ..... someone laugh

8 drive .....  
get to .....  
walk .....  
leave .....  
**home**

8

**I** Vocabulary: word building

Complete each sentence with the correct form of the word in capitals.

For example:

What do you think has been the most important *scientific*... discovery of the last ten years? SCIENCE

- James soon got over the physical effects of the accident, but the ..... effects lasted much longer. PSYCHOLOGY A
- There was ..... all over the country when the national team lost the final on penalties. DISAPPOINT ↗
- Watson is one of our most ..... employees. He always finishes his work on time. DEPEND A
- The campaign aims to raise people's ..... of the dangers of smoking. AWARE ↗
- My husband isn't very ..... when he eats out. He always orders the same thing! ADVENTURE A
- Children have a great sense of ..... about the world around them. CURIOUS ↗
- When I pointed out his mistake, his face went red with ..... . EMBARRASS ↗
- It is important to deal with problems of this kind with a great deal of ..... . SENSITIVE ↗

8

**J** Active or passive?

Put the verb in brackets in the correct active or passive form. Make sure that you use the correct tense.

- Stonehenge, the famous stone circle in the southwest of England, ..... (*build*) about 5,000 years ago. Some of the stones ..... (*weigh*) as much as fifty tonnes. Although visitors ..... (*not / allow*) to approach the stones themselves since the 1980s, the historic site ..... (*visit*) by thousands of tourists every year.
- Director Marty Elmore's latest film *The Midnight Road* ..... (*release*) next month. The film ..... (*feature*) new Hollywood sensation Courtney McCray and ..... (*shoot*) entirely on location in Mexico. It ..... (*describe*) by its director last week as 'a romantic comedy with car chases'.
- Motorists ..... (*experience*) delays of up to an hour on the capital's roads this week. Traffic jams are particularly heavy at the moment while the city's new underground system ..... (*build*). Work on the new system should ..... (*complete*) by May next year. In the meantime, drivers ..... (*advise*) to leave their cars at home and use public transport.

12

**K** Avoiding repetition

In each of the following sentences, replace the repeated words in **bold** with a suitable word or phrase.

- Rome is my favourite city, but I haven't been **to Rome** for several years.
- If your mobile phone doesn't work, you're very welcome to borrow **my mobile phone**.
- David and Diane have decided to stay in, so we'll go to the party without **David and Diane**.
- You may not like the food in this restaurant, but there are plenty of other people who **like the food in this restaurant**.
- In those days, motor cars were a luxury. Most people used public transport **in those days**.
- It's quite rare to see an eagle, but I saw **an eagle** in Spain once.

6

**L** Phrases

Complete the following phrases with *a*, *an*, *the*, or nothing.

- Things are getting better in ..... long term.
- Oh, for ..... goodness' sake! Don't be so stupid!
- That's ..... shame!
- They left over ..... hour ago.
- Carol is suffering from ..... stress.
- ..... next thing is to switch on the camera.

6

**TOTAL**  100

# Test two

TIME: 45 MINUTES

## modules 5–8

### A Perfect tenses

Complete the gaps in the following sentences with the correct form of the verb in brackets.

- 1 You really should go and see *Trouble in Paradise*. It's one of the best films I ..... (see) this year.
- 2 I was especially careful because I ..... (never / drive) abroad before.
- 3 I ..... (try) to get in touch with Chris all week.
- 4 I'll phone you after ten: my parents ..... (go) out by then, so we can have a long chat!
- 5 Ellis ..... (steal) money from the company for several months before anyone realised.
- 6 'What's the matter? ..... (hurt) yourself?'
- 7 'Good morning Mr Lett. ..... (wait) long?'
- 8 By the time he celebrates his seventieth birthday, Garcia ..... (be) President for five years.
- 9 By nine o'clock, everybody was getting impatient. They ..... (wait) over an hour for take off.
- 10 I really don't know what happened to Christina. We ..... (see) each other for years.

10

### B Vocabulary: word building

Complete each sentence with the correct form of the word in capitals.

For example: She is now one of the most *successful* business people in the world. SUCCESS

- 1 The ..... of oil has transformed the economic situation in the region. DISCOVER
- 2 It's my grandmother's ninetieth birthday on Sunday, and we're having a huge ..... . CELEBRATE
- 3 David finds it hard to overcome his ..... and make new friends. SHY
- 4 The government continues to talk about ..... issues, but does very little! ENVIRONMENT
- 5 The rapid ..... of new computer technology is sure to continue in the next century. DEVELOP
- 6 Many people suspect him of lying, but there isn't any real ..... . PROVE
- 7 The government is unlikely to spend more money on space ..... in the near future. EXPLORE
- 8 Senator McGuire is widely regarded as a very skilful ..... . POLITICS

8

### C Vocabulary: collocations

For each verb below, choose two words or phrases from the box that can go with it.

—dressed up— round a museum through your notes  
someone a treat an impact an Olympic medal  
a talk about something a risk upset  
someone's point what someone means  
part in a demonstration an election an effort

For example:

1  ..... *dressed up* .....  
2  .....  
3  .....  
4  .....  
5  .....  
6  .....  
7  .....

6

**D Quantifiers**

Complete the gaps in the following sentences with an appropriate quantifier (*some, any, enough, plenty etc*).

- 1 We had a couple of hours free, so Alex and I decided to do ..... shopping.
- 2 If you order your taxi for ten o'clock, you'll have ..... of time to buy your ticket.
- 3 Don't wait to be asked, come round ..... time!
- 4 Unfortunately, not as ..... people came to the show as we'd hoped.
- 5 Are there ..... other questions, or can we move on to the next item?
- 6 Maria didn't know ..... English, only a few phrases she'd learned from the TV.
- 7 There isn't ..... space in the back for three people. You'll have to walk!
- 8 In general, I agreed with what he said, although I didn't agree with ..... points.

8

**E Pronunciation: Word stress**

Underline the stressed syllable in each of the following words:

For example: demonstration

|                |               |               |
|----------------|---------------|---------------|
| 1 political    | 5 emergency   | 9 participant |
| 2 possession   | 6 traditional | 10 procession |
| 3 interruption | 7 decoration  | 11 recommend  |
| 4 atmosphere   | 8 sentimental | 12 politician |

6

**F Vocabulary: definitions**

Read the definitions, and write a suitable word in the example sentence. (You are given the first letter.)

For example:

to complain about something in an annoying way: *I wish you'd stop m.eaning..... all the time.*

- 1 *n* someone who is watching an event or game. *The match attracted over 40,000 s.....*
- 2 *adj* extremely tired and having no energy: *Jill lay on the grass, e..... after her long run.*
- 3 *n* someone who is elected to lead the government of a town or city. *The Hollywood actor Clint Eastwood spent two years as m..... of Carmel.*
- 4 *n* a prize that someone gets for something they have achieved: *Brad Pitt won the Best Actor a.....*
- 5 *n* clothes that make you look like a famous person, character from a story, etc.: *At carnival time, lots of people wear f..... d.....*
- 6 *adj* using words in a clever and amusing way: *a w..... speaker.*

7 *v* to have liquid coming out through your skin, especially because you are hot or frightened: *I was s..... after the long climb.*

8 *n* a short form of a word or expression: *Dr is the written a..... of Doctor.*

9 *phr v* to finish a telephone conversation by putting the telephone down: *After I h..... u....., I realised I forgot to ask him his telephone number.*

10 *adj* disappointed because you have lost your belief that someone is good or an idea is right: *Laura grew increasingly d..... about politics.*

10

**G Relative clauses**

Read the sentences below, and decide whether the relative pronoun underlined is correct or incorrect. Mark the four correct sentences with a tick (✓) and the four incorrect sentences with a cross (✗).

- 1 June, that is slightly cooler than July and August, is probably the best time to visit.
- 2 This is the Chinese vase which I told you about.
- 3 Isobel Ford, whose husband is the racing driver Jacques Monet, is currently visiting our town.
- 4 For our anniversary, we're going back to the restaurant which we had our first date.
- 5 Who's that man ø watching us so intently?
- 6 Is there a shop near here what sells cosmetics?
- 7 The magazine, ø is published monthly, has become increasingly popular.
- 8 He offered to give me a lift home, which I thought was very nice of him.

8

**H Vocabulary**

Complete the gaps in the following sentences with the correct word (*up, off, for* etc.).

- 1 I put ..... phoning her as long as I could, but in the end I knew I had to do it.
- 2 In the end I decided to vote ..... the Democratic Party candidate.
- 3 When planning your journey, you should allow plenty of time ..... traffic problems.
- 4 Richard is expected to take ..... the family business when his father dies.
- 5 One of his best qualities is that he's very modest ..... his achievements.
- 6 The factory was losing so much money it was necessary to shut it .....
- 7 Helen surprised everyone at the party ..... announcing her engagement.
- 8 My room's a mess. Can you help me tidy ..... ?
- 9 Watch ..... ! It'll break if you're not careful!
- 10 I was just ..... to leave the house when the telephone rang.

10

### I Linking words

Write a suitable linking word or phrase (*however, what is more* etc.) in the gaps. Do not use *and*, *but*, or *so*.

For example:

Being rich means you never have to worry about paying the bills. *However*..., there are still plenty of other things to worry about!

- 1 ..... she's nearly ninety years old, my grandmother still drives to the shops every day.
- 2 Vincent is clearly the best-qualified candidate for the job. ..... he has plenty of experience in this field.
- 3 ..... the bad weather, we had a very enjoyable holiday.
- 4 The east of the country is mainly industrial, ..... the western part is more rural.
- 5 She assured me that my ticket was valid. ..... I still felt a little anxious.
- 6 There are plenty of good beaches on the island, ..... they do get rather crowded in summer.

  6

### J Verb forms

Circle the correct form of the verb in the following sentences.

- 1 Brazil is still the only country to *be winning* / *to have won* / *to win* the World Cup four times.
- 2 Would you rather *eat out* / *eating out* / *to eat out* or stay at home this evening?
- 3 It took a little time to get used to *have driven* / *to drive* / *to driving* on the left, but I'm fine now!
- 4 Restaurants in my city tend *close* / *to close* / *to be closing* about midnight.
- 5 With record temperatures reported all over the world, global warming seems *have* / *to be having* / *to have* a dramatic effect on the world's climate.
- 6 The one person from this century who I'd most like to *be meeting* / *to have met* / *to meet* is Elvis Presley.
- 7 It's no good *argue* / *arguing* / *to argue* with her: she'll never change her mind.
- 8 As long as I *have* enough money *for pay* / *to pay* / *to have paid* the bills, I'm perfectly happy.
- 9 The kidnappers agreed to let the hostages *go* / *to go* / *going* when the ransom was paid.
- 10 I'm really looking forward *seeing* / *to see* / *to seeing* my family again!
- 11 I'd advise you *not to travel* / *to not travel* / *to don't travel* by third-class carriage – it's so uncomfortable!
- 12 The only film that's worth *see* / *seeing* / *to see* at the moment is *Perfect Strangers*.

  12

### K Adding emphasis

Add emphasis to the following sentences by rewriting them using the word in capitals.

- 1 Look at the mess in here! What have you been doing? EARTH
- 2 I admire his honesty most of all. WHAT
- 3 Beethoven wrote the 'Moonlight Sonata'. IT/WHO
- 4 He means what he says. DOES
- 5 He is more intelligent than he looks. FAR
- 6 I didn't want to walk home, you did! NOT/ ME

  6

### L Articles

Complete the following phrases using *a*, *an*, *the* or nothing.

- 1 Bilbao is a city in ..... north of Spain.
- 2 George is still in ..... hospital, recovering from his operation.
- 3 Thousands of new jobs have been created, so there is now ..... little unemployment in the region.
- 4 If you don't mind, there are ..... few details I'd like to ask you about.
- 5 We had a wonderful picnic on the banks of ..... River Danube.
- 6 Julia's birthday isn't until ..... end of July, so we've plenty of time to buy a present.
- 7 Christmas Eve is the name given to ..... night before Christmas.
- 8 Usually, I'm in too much of a hurry to have ..... breakfast.
- 9 I've never really liked ..... jazz. Have you?
- 10 Who was your teacher ..... last year?

  10

**TOTAL**   100

# Test three

TIME: 45 MINUTES

## modules 9–12

### A Future forms

Circle the most appropriate future form in the following sentences.

- 1 It's better if you don't ring me between 1.30 and 4.30 this afternoon. *I'll have taught / I'll be teaching / I'll teach* at that time.
- 2 The Prime Minister has been suffering from ill-health recently, and as a result he *may well be / is / will have been* forced to resign.
- 3 In ten years' time, everyone *has forgotten / is forgetting / will have forgotten* about the current financial scandal.
- 4 'Good morning everybody, this is your captain speaking. In a few moments, the cabin crew *serve / will be serving / will have been served* breakfast ...'
- 5 A cold night is expected everywhere, and there is *due to be / is likely to be / might be* some snow on the hills.
- 6 The spread of information technology is *certainly continuing / will almost certainly continue / will almost certainly be continuing* for the next few decades.
- 7 The next time *I'll be seeing / I'm seeing / I see* Barbara, I'll pass on the message for you.
- 8 The 20.30 Super-Express train from Paris *could possibly arrive / is due to arrive / might arrive* on platform one in approximately ten minutes' time.

8

### B Vocabulary: verbs

Write the missing verb to complete the sentences.

- 1 If something gets smaller because it has been washed, it .....
- 2 If you break the rules in order to win something (for example, a game), you .....
- 3 If someone asks you to do something, and you say 'no' very firmly, you ..... to do it.
- 4 If you pull a piece of paper into pieces with your hands you ..... it.
- 5 If a doctor makes a patient (or an illness) better by treating him / it, he ..... him / it.
- 6 If something solid becomes liquid because it gets warmer, it .....

6

### C Hypothetical situations

Complete the gaps in the following sentences with a suitable form of the verb in brackets.

- 1 I miss my boyfriend so much. If only he ..... (be) here with me now.
- 2 It's all your fault. If you ..... (not leave) the map at home, we ..... (not drive) around lost now.
- 3 I wish Petra ..... (tell) me what's wrong. If I ..... (know) what the problem was, maybe I could help.
- 4 It's no good sitting around the house all day. It's time you ..... (start) looking for a job!
- 5 Suppose you ..... (can) meet any famous person in the world, who would it be?
- 6 I wish it ..... (not rain) so hard. If it ..... (be) sunny we could all go to the beach for the day.
- 7 Everyone told me it was a really great show. I wish I ..... (buy) some tickets!
- 8 I'm sure Frank ..... (not be) so popular if he ..... (not have) so much money.

12

### D Vocabulary: collocations

Match a verb in column A with a word in column B,

| A       | B         |
|---------|-----------|
| 1 make  | wrong     |
| 2 get   | a chat    |
| 3 go    | shop      |
| 4 bend  | sense     |
| 5 have  | your mind |
| 6 leave | stuck     |
| 7 speak | the rules |
| 8 talk  | a message |

1 ..... 2 ..... 3 ..... 4 .....  
5 ..... 6 ..... 7 ..... 8 .....

8

**E Vocabulary**

Complete the gaps in the following sentences with the correct word (*out, down, on* etc.)

- I'm sorry to keep you waiting. There are a few technical problems we have to sort ..... before we can start.
- I was so pleased to hear that you and George are going to get married. I'm absolutely delighted ..... you.
- Your voice is very faint, would you mind speaking ..... a bit?
- Kreutzer Electronics, can I help you? Can you put me ..... to the sales department, please?
- Seeing that the robber had a gun, the bank clerk had no choice but to hand ..... the money.
- I always insist ..... the best, that's why we're having dinner at the Grand Hotel!
- Many people blamed the driver ..... the accident.
- I would like to congratulate Michael ..... his memorable victory in today's race.
- You should carry plenty of water when you drive across the desert, just in case you break .....
- Do you realise you're wearing your T-shirt inside .....? You can't see the picture!

10

**F Pronunciation: word stress**

Put the words below in the correct column of the table according to their word stress.

|              |             |             |             |
|--------------|-------------|-------------|-------------|
| emergency    | dictionary  | supermarket | economy     |
| entertaining | epidemic    | ceremony    | traditional |
| consequences | technology  | engineering |             |
| education    | sensational |             |             |

|         |           |         |
|---------|-----------|---------|
| ● ○ ○ ○ | ○ ● ○ ○   | ○ ○ ● ○ |
|         | emergency |         |

6

**G Verb patterns: infinitive or -ing**

Complete the gaps in the following sentences with the infinitive or -ing form of the verb in brackets.

For example:

Julia promised ..... *to give* ..... (*give*) me a ring as soon as she got home.

- Had you noticed that there's a button ..... (*miss*) on your jacket?
- Jean offered ..... (*pay*) for the lunch, but of course I insisted.
- Maureen eventually persuaded Jo ..... (*accept*) the job.
- The opposition leader accused the Prime Minister of ..... (*lie*).
- I am writing ..... (*complain*) about the recent programme in which ...
- A: What do you think about the currency reform?  
B: ..... (*be*) honest, I haven't really thought about it!
- The train drivers are threatening ..... (*go*) on strike unless they get more money.
- Eastman is currently on trial. He denies ..... (*kill*) a policeman during an armed robbery.
- The charity aims ..... (*raise*) money to help homeless people.
- All her friends are urging Pauline ..... (*go back*) to work.

10

**H Vocabulary: word building**

Complete each sentence with the correct form of the word in capitals.

For example:

At the moment, a lot of people are worried about the *economic*... situation in this country. ECONOMY

- Bob and Martin have a very strong ..... which goes back to their university days. FRIEND
- Everybody was very ..... about your speech, they all really enjoyed it! COMPLIMENT
- Laura has very expensive tastes. She has a particular ..... for fur coats. FOND
- Please let me apologise for any ..... this delay has caused you. INCONVENIENT
- The latest tax reforms will have important ..... for all those who invest money abroad. IMPLY
- The drug should not be given to small children, as it can be ..... . HARM
- There has always been a very strong ..... between the two teams. RIVAL

8 Following the recent floods, there has been an appeal for ..... aid. HUMANITY

8

## 1 Irregular verbs

Write the past tense and the past participle of the following irregular verbs.

For example:

write ... wrote ... written ...

- 1 shrink .....
- 2 steal .....
- 3 tear .....
- 4 split .....

8

## 1 Modal verbs

Rewrite the underlined part of the following sentences using a suitable modal verb.

For example:

Petra was able to walk well before her first birthday.  
Petra could walk well before her first birthday.

- 1 All the flights to Milan were fully booked, so it was necessary for us to take the train.  
.....
- 2 I'm absolutely sure Jacqueline didn't phone. She would've left a message.  
.....
- 3 I was sorry to hear about your accident. I'm sure it was a very bad experience for you.  
.....
- 4 Nowadays, it is not necessary for visitors to get a visa before entering the country.  
.....
- 5 I'm afraid there are no tickets left now. It would have been a good idea for you to arrive earlier.  
.....
- 6 Guy isn't usually this late. It's possible that he has forgotten our appointment.  
.....
- 7 It's a secret! You're not allowed to tell anyone what's happened!  
.....
- 8 It was very foolish of you to ride your motorbike without a helmet. It was possible for you to be arrested.  
.....

8

## K Articles

Complete the following phrases using *a*, *an*, *the* or nothing (ø).

- 1 The police stopped me for driving ..... wrong way up a one-way street.
- 2 The only thing that matters is victory – we must win this game at all ..... costs!
- 3 There are ..... couple of things I need to tell you.
- 4 A: Marlene's very tall isn't she?  
B: Yes, she's taller than her brother, as ..... matter of fact.
- 5 Actions speak louder than ..... words.
- 6 Instead of running towards me, she went off in ..... opposite direction.
- 7 I didn't understand him. I don't speak ..... word of Russian!
- 8 I've got ..... hole in my pocket so I lost my money!

8

## L Reported speech

The following sentences are all in reported speech. In each case, cross out the word which is incorrect or unnecessary.

- 1 Miss Roberts said us we could have a party if we wanted.
- 2 The immigration officer asked to me how long I was planning to stay in the country.
- 3 She said that she was very sorry, and it would never happen again.
- 4 Jane very kindly offered me to pay for the coffees.
- 5 I told to him it wouldn't be possible to change classes straightforward.
- 6 Everyone admired my new ring, and wanted to know how much did it cost.
- 7 David promised me to pay back the money as soon as he could.
- 8 If you want to make friends, I suggest you joining a club.

8

**TOTAL**  100

# Resource bank key

## Learner-training worksheet 3

### 2

- a Where a road and a railway cross each other. British English (page 812 of the *Longman Dictionary of Contemporary English*).
- b *Await* is a more formal word than *wait for*. You **wait for** something. But you **await** something (page 1605 see Usage Note).
- c Following closely behind someone or something; informal; *no* (page 1531).
- d /kju:/; line; (page 1158).
- e suddenly surprised; see / hear / learn /; infinitive (page 1407).
- f Meaning 2: *if an animal rears it rises upright on its back legs* (page 1178).
- g your fist; p1143 (page 1259).
- h If you **succeed** in doing something, you do what you have tried or wanted to do: if you **succeed only** in doing something you fail and do the opposite of what you wanted; in (page 1442).
- i *leap*; /li:p/; /lept/ (page 801).
- j notice sb / sth doing sth; notice sth / sb (page 967).

## Learner-training worksheet 4

### 1

#### Types of collocation

Possible answers:

- a **have** breakfast, a shower, flu.
- b a(n) close / old / good **friend**.
- c **speak** quietly, fluently, well.
- d **think** of / about somebody
- e **Once upon a time**, **one of the** highest mountains / best footballers / oldest cities in the world / the country.

### 2

- b childhood sweetheart
- c turned him down
- d home town
- e on
- f to
- g broken-hearted
- h have married/ children; get divorced; say yes
- i in his late fifties
- j again

## 1A Get to know the Students' Book

- A** Part A – Task; Part B – Language
- B** Pages 151-153
- C** Green
- D** 3
- E** Dealing with problems when telephoning
- F** Inside the front page of the *Mini-dictionary*
- G** Green
- H** Pages 169-171
- I** Personal vocabulary
- J** Two
- K** *about*
- L** Page 162

## 2A Which stress pattern?

|             |              |            |
|-------------|--------------|------------|
| ● o         | o ●          | ● oo       |
| anxious     | aware        | envious    |
| envy        | depress      | scientist  |
| science     | depressed    | suffering  |
| suffer      | support      | sufferer   |
|             | involve      |            |
|             | involved     |            |
| o ● o       | o ● o o      | o o ● o    |
| awareness   | psychology   | scientific |
| depression  | psychologist |            |
| depressing  | anxiety      |            |
| supportive  |              |            |
| supporter   |              |            |
| involvement |              |            |

## 3A Sidney and the circus

**Correct picture order:** D, I, C, K, L, A, G, J, F, B, H, E.

|   |           |
|---|-----------|
| <b>Movement verbs worksheet:</b> possible answers |           |
| rush home   | Picture K |
| walk home   | D         |
| wander off  | A, F      |
| travel around                                     | D         |
| walk past   | I         |
| run away  | G         |
| run up to   | E         |
| walk up to  | C, G      |
| walk off  | F, A      |
| drive up to                                       | L         |
| run around  | B         |
| walk along  | I, H      |

### Example composition

Sidney was *walking home* from school one day eating an ice-cream when he saw a poster for a circus. The advert said that the circus had been *travelling around* the country since January, and was going to be in town that evening. (Picture)

(D) He turned the corner and saw a big circus procession *walking along* the main street. There were jugglers, acrobats, clowns and a huge elephant. He stood and watched them as they *walked past*. (I) Sidney *walked up to* one of the elephants and offered him his ice-cream which the elephant took in its trunk. (C) He then *rushed home* to tell his parents what he had seen and ask them if they could go. They said 'yes'. (K)

The next day, Sidney and his parents went to see the circus. They *drove up to* the entrance gate and someone took the tickets. (L) They joined the end of a queue, and while they were waiting, Sidney saw a door which said 'NO ENTRY', so he *wandered off* to have a look. (A) When he opened the door he realised that he was in the tiger cage. The tigers didn't look very friendly! One of the tigers jumped off his stool and *walked up to* him. He was very frightened and wanted to *run away*. (G) The tiger was just about to bite Sidney's head

off when something lifted him up. It was the elephant he had met earlier! (J) The elephant put Sidney on his neck and *walked off*. (F)

Meanwhile Sidney's parents had realised that he was missing and were *running around* the car park looking for him. (B) Then they saw the elephant *walking along* with Sidney on his shoulders! (H) They *ran up to* the elephant, and Sidney told them what had happened. The elephant took Sidney off his shoulders and gave him back to his parents. (E)

### 3B Continuous snakes and ladders

- 1 was walking; called
- 2 phoned; was writing; finished
- 3 When she **got** home, her husband was watching football.
- 4 As soon as she **saw** the time, she **jumped** out of bed.
- 5 were waiting; rang
- 6 arrived; was talking; (was) laughing
- 7 had already gone; got
- 8 realised; had left
- 9 waited; had left; broke in
- 10 had been sitting; had eaten
- 11 The sentence is correct
- 12 By the time the emergency food supplies arrived, thirty people **had died**.
- 13 Before the accident, he'd never **thought** anything like this would happen to him.
- 14 In sentence a, he had tried to phone her more than once / repeatedly  
In sentence b, he had tried to phone her once.
- 15 has been working; left
- 16 has been playing; started
- 17 has stopped; have been sitting; have already missed
- 18 have torn; have been fighting
- 19 Careful where you walk. Susie's **broken** a vase, and Johnny's already cut himself.
- 20 The sentence is correct
- 21 I've **known** him for a few months, but I've only **met** his sister once.
- 22 get up; am getting up
- 23 is playing; wants
- 24 I **love** hamburgers! I eat five every day, and I'm **eating** one at the moment!
- 25 Sentence a asks for your opinion  
Sentence b asks about what is on your mind / your mental process now
- 26 Sentence a describes his general character / behaviour  
Sentence b describes how he is behaving now
- 27 I'll be lying
- 28 I'll be putting
- 29 When I arrive at the station, my parents **will be waiting** for me.
- 30 In sentence a, I will start cooking dinner **before** you get home  
In sentence b, I will start cooking dinner **when** you get home

### 5C Who's worked for the CIA?

Answers for the **Find someone who ... worksheet**

- 1 has written
- 2 has been making
- 3 has met
- 4 has learnt
- 5 has played / has been playing
- 6 has been
- 7 has recently broken
- 8 has been writing
- 9 has won
- 10 has worked / has been working

### 7B What's buried at the bottom of the garden?

**Story card order:** C, F, H, A, G, B, E, D,

The completed text is as follows:

Paul stood outside number twenty-two, Rose Tree Lane, *where he had lived over twenty years ago*, and tried to see if anyone was home. The dark blue curtains in the living room were completely drawn, even though it was still mid-afternoon. There were no cars parked outside the house, and even the garage, *where he used to keep his bike out of the rain*, was completely empty.

He took a deep breath and walked up the drive to the front door, *which still had the same painted metal numbers screwed into the wood*. As he looked through the letterbox into the hallway, *where he used to sit and wait for hours for his father to get home*, long-forgotten memories came back to him. Now the hallway was dark and empty, and there were letters all over the floor. It looked as though nobody had been home for weeks. 'Did anyone still live here?' he wondered. Perhaps he should have tried to find out before he'd come. Well, it was too late now. He thought for a while, then turned and walked back down the drive.

Samantha, *who had been watching him from across the street*, hurried over to meet him. 'Well?' she asked anxiously.

'There's nobody in,' he said. 'It's now or never.'

He walked back to his car, *which he had parked round the corner out of sight*, and opened the boot. Inside were two new spades he had bought earlier that day. He handed one to Samantha, *who grabbed it with both hands*, then picked up the other and shut the boot.

'Let's make this as quick as we can,' said Paul as they hurried back to the house.

'Fine by me,' said Samantha, *whose courage was beginning to leave her*.

They walked down the side of the house and made their way to the bottom of the garden, *which was so overgrown it was like walking through a jungle*. 'It's buried just here,' said Paul, pointing to a space between two large oak trees. He immediately stuck the spade into the ground and started to dig. The rain, *which had been falling softly all day*, became heavier and heavier as they worked.

They had been digging for nearly an hour before they found what they were looking for. 'There it is!' shouted Paul as he pointed into the large hole. Samantha, *whose hands were red and sore from the digging*, threw her spade down and looked down into the hole.

'Do you mind if I ask you what you're doing in my garden?'

Paul was so surprised by the voice he nearly lost his balance and fell into the hole. Samantha looked round in astonishment and felt her stomach tighten. Standing about ten metres away was an old man in an old brown coat, *who had obviously been watching them for some time*.

### 8A Coco the politician

Coco the clown decided to **enter politics** because he thought politicians were too serious.

He heard that they **were holding a general election** in his country in a few weeks, so he decided to **stand for the Presidency** and give everyone a laugh.

The next day he **launched his campaign**, based on silly clothes and free red noses for everyone.

To his surprise, he **won the election** with 70 per cent of the vote!

He said it was a **proud achievement** to be elected, especially for someone wearing multi-coloured trousers and make-up.

Coco the clown **served four years as President** of his country.

He solved the country's **financial deficit** by exporting funny-shaped cars to Germany.

He also cut **the crime rate** by giving the police bananas instead of guns, and he got rid of **petty bureaucracy** by putting his monkey in charge of Parliament.

At the end of his Presidency there was an **economic boom** all over the country,

but then Coco decided to **leave politics** because nobody laughed at him any more!

### 9C How many schwas?

|            |             |              |                |
|------------|-------------|--------------|----------------|
| happiness  | jealousy    | continuous   | dependable     |
| confidence | suffering   | certificate  | traditional    |
| genius     | exercise    | political    | development    |
| genetic    | contentment | scientific   | demonstration  |
| annoying   | confusion   | democratic   | disappointment |
| supportive | performance | disappointed | politician     |

### 10A Co-operation and competition

#### Card 1

- a to compete
- b Noun: a competition
- Person: a competitor
- Adjective: competitive

#### Card 3

- a a benefit
- b to benefit from (by) something
- c beneficial

#### Card 5

- a there's no getting away **from** the fact that ...
- b to win **at** all costs
- c to be **under** pressure
- d to be different **from** something
- e to see **for** yourself

#### Card 7

- a to destroy
- b Noun: destruction
- Adjective: destructive

#### Card 9

- a a global **village**
- b a mobile **phone**
- c to make **sense**
- d petty **squabbles**
- e local **conflicts / rivalries**

#### Card 8

- a national
- b country
- c nationalistic

#### Card 10

- a to bring people **together**
- b to be **in** danger **of** doing something
- c to talk **on** the phone
- d to have (more) time **for** someone
- e it's only a matter **of** time **before** something happens

### 12A Reporting a crime

- 1 persuade / urge
- 2 blame
- 3 threaten
- 4 suggest
- 5 warn
- 6 assure
- 7 deny
- 8 offer
- 9 decide
- 10 order (refuse)
- 11 insist / deny
- 12 congratulate

**Test one (modules 1–4)**

**A**

1 have known / were 2 had been driving / saw  
 3 are taking / improves 4 woke up / was knocking  
 5 spoke / will ever happen 6 hasn't rained / arrived

**B**

1 to show me his new computer 2 when James is coming back  
 3 never have enough money  
 4 who were you talking to 5 quite a pleasant young man  
 6 is usually home early enough

**C**

1 underpaid 2 precooked 3 anti-government  
 4 rewrite 5 multicultural 6 postgraduate  
 7 ex-wife 8 oversleep

**D**

1 feel 2 having 3 get back 4 to disturb  
 5 clicking 6 not to worry 7 revising 8 be joking  
 9 lending 10 being followed

**E (half a mark each)**

|     |             |      |              |
|-----|-------------|------|--------------|
| ●○○ | confident   | ○●○○ | embarrassing |
|     | sensitive   |      | ridiculous   |
|     | practical   |      | intelligence |
|     | government  |      | dependable   |
| ○●○ | involvement | ○○●○ | operation    |
|     | impression  |      | sympathetic  |
|     | aggressive  |      | disappointed |
|     | ambition    |      | undervalued  |

**F**

1 do 2 hasn't 3 will 4 didn't 5 don't  
 6 Has

**G**

1 along / <sup>on</sup> 2 on 3 over / <sup>around</sup> 4 around 5 off / <sup>going</sup> 9 off / away 10 over  
 6 with 7 up 8 down 9 off / away 10 over

**H (incorrect words / phrases)**

1 a good time 2 in the long 3 over than a year  
 4 someone a favour 5 travel off 6 ridiculous!  
 7 get someone's 8 get to

**I**

1 psychological 2 disappointment 3 dependable  
 4 awareness 5 adventurous 6 curiosity  
 7 embarrassment 8 sensitivity

**J**

1 was built / weigh / have not been allowed / is visited  
 2 will be released / features / was shot / was described  
 3 are experiencing / is being built / be completed / are advised

**K**

1 there 2 mine 3 them 4 do 5 then 6 one

**L**

1 the 2 ø 3 a 4 an 5 ø 6 The

**Test two (modules 5–8)**

**A**

1 have seen 2 had never driven 3 have been trying  
 4 will have gone out 5 had been stealing  
 6 Have you hurt 7 Have you been waiting  
 8 will have been 9 had been waiting  
 10 haven't seen

**B**

1 discovery 2 celebration 3 shyness  
 4 environmental 5 development 6 proof  
 7 exploration 8 politician

**C**

1 dressed up / upset 2 someone's point / what someone means  
 3 an Olympic medal / an election  
 4 a risk / part in a demonstration 5 round a museum / through your notes  
 6 an impact / an effort  
 7 someone a treat / a talk about something

**D**

1 some 2 plenty 3 any 4 many 5 any  
 6 much 7 enough 8 some

**E (half a mark each)**

1 political 2 possession 3 interruption  
 4 atmosphere 5 emergency 6 traditional  
 7 decoration 8 sentimental 9 participant  
 10 procession 11 recommend 12 politician

**F**

1 spectators 2 exhausted 3 mayor 4 award  
 5 fancy dress 6 witty 7 sweating 8 abbreviation  
 9 hung up 10 disillusioned

**G**

Sentences 2, 3, 5 and 8 are correct. Sentences 1, 4, 6 and 7 are incorrect.

**H**

1 off 2 for 3 for 4 over 5 about 6 down  
 7 by 8 up 9 out 10 about

**I**

1 Although / Even though 2 Furthermore / What is more  
 3 Despite / In spite of 4 whereas  
 5 However / Nevertheless 6 although

**J**

1 to have won 2 eat out 3 to driving 4 to close  
 5 to be having 6 to have met 7 arguing  
 8 to pay 9 go 10 to seeing 11 not to travel  
 12 seeing

**K**

1 What on earth have you been doing? 2 What I admire most of all is his honesty. 3 It was Beethoven who wrote the 'Moonlight Sonata'. 4 He (really) does mean what he says. 5 He is far more intelligent than he looks. 6 It wasn't me who wanted to walk home, you did!

## Resource bank key

### L

1 the 2 ø 3 ø 4 a 5 the 6 the 7 the  
8 ø 9 ø 10 ø

### L

1 us 2 to 3 that 4 me 5 to 6 did 7 me  
8 you

## Test three (modules 9–12)

### A

1 I'll be teaching 2 may well be 3 will have  
forgotten 4 will be serving 5 is likely to be /  
might be 6 will almost certainly continue 7 I see  
8 is due to arrive

### B

1 shrinks 2 cheat 3 refuse 4 tear 5 cures  
6 melts

### C

1 was or were 2 hadn't left / wouldn't be driving  
3 would tell / knew 4 started 5 could  
6 wasn't raining / was or were 7 had bought  
8 wouldn't be / didn't have

### D

1 sense 2 stuck 3 wrong 4 the rules 5 a chat  
6 (someone) a message 7 your mind 8 shop

### E

1 out 2 for 3 up 4 through 5 over 6 on  
7 for 8 on 9 down 10 out

### F (half a mark each)

● o o o dictionary, supermarket, ceremony, consequences  
o ● o o economy, traditional, technology, sensational  
o o ● o entertaining, epidemic, engineering, education

### G

1 missing 2 to pay 3 to accept 4 lying  
5 to complain 6 To be 7 to go 8 killing  
9 to raise 10 to go back

### H

1 friendship 2 complimentary 3 fondness  
4 inconvenience 5 implications 6 harmful  
7 rivalry 8 humanitarian

### I

1 shrank, shrunk 2 stole, stolen 3 tore, torn  
4 split, split

### J

1 we had to 2 Jacqueline can't have phoned.  
3 It must have been 4 visitors don't have to  
5 You should have arrived 6 He may have forgotten  
7 You mustn't tell 8 You could have been arrested.

### K

1 the 2 ø 3 a 4 a 5 ø 6 the 7 a 8 a